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ABSTRACT

The processes of self-discovery and career exploration are combined in this learning opportunities package, which is one of a series developed for use at the high school level. Six enabling objectives and learning experiences are outlined which allow the student to: (1) Define the range of characteristics which may make up a self-concept, and describe himself according to those characteristics, (2) discuss those sources which have contributed to the development of his self-concept, and gather other self-information, (3) examine the abilities and characteristics with respect to responsibilities and tasks of preferred occupations, (4) examine personal characteristics related to data, people, and things as these characteristics are relevant to an occupational work function, (5) examine his abilities, aptitudes, and other personal resources in light of educational requirements for preferred occupations, and (6) identify situations in the preferred occupation where compromise might be necessary and investigate alternatives. This learning package may be implemented through the traditional subject areas or taught by teachers and/or counselors as self-contained mini-courses or group guidance units. Activities related to the enabling objectives are appended. (TA)

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Learning Opportunities Package B
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SELF-CONCEPT EXPLORATION

A Career Education Resource Guide

by

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RATIONALE

Hamachek (Hamachek, 1971, p. 174) has said: "Psychologists and educators are becoming increasingly aware of the fact that a person's ideas of himself, or self-concept is closely connected to how he behaves and learns." With this fact in mind, it would seem apparent that career exploration and choice should involve the process of self-discovery.

Unless a student has a clear awareness of himself; his needs - his attitudes, his abilities and aptitudes - he is unprepared to make realistic decisions regarding career choices. In this complex and changing world, it is not enough to provide each student with one career direction or one marketable skill. Instead, we must provide him with a strong base for coping with change. With a clear concept of self, an awareness of the directions in which he wishes that self to change and grow, and a knowledge of the broad range of career possibilities available to him, a student can begin to reality test himself in various career areas. When a person knows who he is, what he wants, and the choices available to him he has a foundation for facing the realities of life and change.

This learning opportunities package attempts to combine the processes of self-discovery and career exploration. It provides experiences whereby the student can explore his self-concept, test this against the image he projects to others, identify his "ideal" self-concept, and work toward becoming that ideal self. As the activities in the package help the student to become aware of himself, they also help him to relate this self-knowledge to the exploration of career choices. Self-exploration and career exploration become more fully correlative processes.

Suggestions for Use of the Material

This package is one of a series developed for use at the high school level. Constituting a career development curriculum (CDC), these packages identify important concepts of self and community which too often are left at the periphery of the curriculum. They focus on the kinds of social issues and vital themes which make up real life and are of concern to young people.

The career development objectives and learning activities contained in this and other packages of the series may be implemented through the traditional subject areas or they may be taught by teachers and/or counselors as self-contained mini-courses or group guidance units. A teacher who wishes to incorporate career development activities in her course of study has the option of teaching an entire package or selecting those enabling objectives and learning opportunities which interest her most, fit her time schedule, or best meet the needs of her students. In choosing this latter option, however, the teacher should be aware that there is a sequential ordering of the enabling objectives within any one package. The sequencing moves from basic concepts to more complex concepts.

Ideally, a coordinated approach which distributes these learning activities throughout all subject areas of the curriculum is recommended. Such an approach may be achieved where teachers of the various disciplines, in consort with each other, identify those objectives and activities having relevance for their respective areas and incorporate these activities in an overall curriculum plan.

SELF-CONCEPT EXPLORATION

Terminal Performance Goals

The student will:

1) Describe how he perceives himself in terms of interests, abilities, needs, values, goals.

2) Describe how these self-characteristics may relate to requirements and satisfactions of preferred occupational fields.

3) Identify the compromises he may have to make in order to attain his preferred career goals.

4) Identify the changes he may make to become the kind of person he wants to be.

Enabling Objectives

EO#1 Defines the range of characteristics which may make up a self-concept, and describes himself according to those characteristics.

Learning Experiences

1) Motivating Activity - If students are to approach the task of self-appraisal seriously and comfortably, they must see the relevance of such a task. The idea of studying oneself will be foreign to many students who look upon schooling as dealing with subject matter on an intellectual, abstract basis. The teacher should make students aware of the individual as a worthwhile subject for study. In addition, the teacher must create an atmosphere in which students can be comfortable and honest in sharing personal information. A beginning discussion guide that attempts to create an atmosphere for self-exploration is found in the appendix, p. 26.

   Near the end of the class period, after students and teacher have discussed the idea of self-exploration, ask students to complete and hand in the Sentence Completion exercise (appendix, p. 27). Instruct students to follow the directions on the sheet.

   Follow up by asking students to recall some of their sentence completion replies. Begin with a safe item on which there will be many strong feelings (#1 or 3). It is unnecessary to discuss all of the items, but discussion of a few will give students an awareness of the similarities of feelings among them and make the class atmosphere more "safe" for self-examination.

2) Ice-breaking Activity - Have students pair off, instructing them to choose a partner that they don't know well, or simply form pairs by numbering off, 1-2-1-2 etc. Instruct students that when pairs are formed they are to get to know enough about each other to introduce their partners to the class. This can be a general introduction or

students may be instructed to be more specific. Find out one thing that no one else in the class knows about this person, or find out his most important goal in life, etc.)

Allow each member of the pair to talk about himself for five minutes. At the end of ten minutes, the total group reassembles, preferably in a circle, and each member of each pair introduces the other to the group. If the class is large, the teacher may wish to split into groups of about 10 - 12 for these introductions. Following all of the introductions, the leader might ask group members if they want to add to the data given by the introducer, or if anyone has questions.

3) Ask students to identify the characteristics that make up a self-concept. This might be approached from the question, "What do you need to know about someone before he can be a best friend?" List these characteristics on the blackboard. The discussion may be followed by having students write a self-description based on the characteristics they have listed on the blackboard.

If students wish to share their self-descriptions, it can be a way of increasing acquaintance. One way of doing this might be for the completed essays, names omitted, to be numbered and circulated around the class. As class members reach each essay, they write on a sheet of paper the number and the name of the person they think is being described. When the class members have read the essays, the teacher can read the name that corresponds to each number so students can see how accurately they guessed, and how accurately they see other class members. An alternative would be to have someone other than the writer read the paper and ask class members to tell who they think is being described, and why.

4) One way to help students explore themselves is to have them keep an on-going daily journal of reactions to class experiences. Teacher and students should agree on and understand clearly the purpose of the journal and the structure of the journal before it is begun.

The <u>purpose</u> might be to give students an opportunity to keep a record for themselves of their reactions and insights regarding class experiences. The journal might be a means or sharing insights, feelings, questions and concerns with another student or a group of students; the journal might be a way by which teacher and student engage in a written dialogue. It might be a way by which teacher and students evaluate their needs and the manner in which the teacher or students help individuals to evaluate their progress. Hopefully, students and teacher will identify this journal as a growth and exploration experience and will not use it as "busy work" or as a means for assigning grades. For this reason, it is important that students and teacher agree on and clearly understand its purpose and who will read it.

The <u>structure</u> will vary depending on the teacher and the class. Some possible ways of structuring include allowing students five

minutes at the end of each class period for writing whatever they choose regarding the day's experiences, or they may be asked to record their immediate feelings at the close of each class period. Once a week, students may be asked to write something from the week that they feel good about. Students may be asked to respond to a specific question related to a particular class activity or may be given a general list of questions (appendix, page 28) and asked to choose one or two that seem to relate to things that happen during the day, briefly describing the situation and the reason for those feelings. Whatever structure is decided upon should be clearly understood and agreed upon by both teacher and students.

5) Included in the appendix, pages 30-35, is a series of self-appraisal forms. By filling out these forms, thinking about the questions at the bottom of each page, discussing them, and planning self-improvements, students will focus on their abilities, interests, experiences, scholastic preparation and personality traits as they relate to career development.

By using the Career Development Contract (appendix, p. 29) in relation to the self-appraisal forms, students may identify areas in which they wish to make changes in themselves, make specific action plans for implementing such changes, and gain support from the group or from individuals for carrying out such actions.

Specific suggestions for use with each form are listed below:

a. High School Subjects (appendix, p. 30)
After each student has filled out his individual record, have him pair off with one or two other classmates of his choice and discuss the questions at the bottom of the form. A journal assignment might be given to write the thoughts and insights brought out by the appraisal.

b. Work Experience (appendix, p. 31)
After students have filled out the form, have them assemble into groups of about 6-8 to share their experiences and discuss the questions asked at the bottom of the form. This can be an enjoyable learning activity for students who have had a variety of work experiences, because they will be able to tell about themselves. It should also be useful to those students who have not had work experiences as they identify with their classmates in various work situations. A journal assignment resulting from this discussion could be to write an answer to the questions, "What additional work experiences might you seek, to test out possible likes and dislikes?" or "What did you learn today that made you more interested or less interested in a particular occupation, either now or for the future?"

c. Activities (appendix, p. 32)
After filling out this form, students can benefit from small group discussions of themselves and their activities. The focus in this discussion may be on evaluating their activities in terms of career exploration and life style, and for some,

broadening their activity base. Some students may find this an opportunity to learn more about various clubs, organizations, hobbies, etc. It also can serve as a starting point for students who want to begin a new hobby or activity. An assignment related to this discussion could be to have each student make a written contract to investigate a new activity or agree to help someone in the group investigate an activity in which he is involved. The reaction to this investigation might be written as a journal assignment.

Some later time should be set for this group to reconvene and discuss the results of their investigations.

d. Appraisal of Abilities (appendix, p. 33)
Each student should fill out this form as he sees himself, and should also choose two or three other people to fill out copies of the form (class members, teachers, employers, parents, others who would be familiar with his abilities). After students have compared their self-appraisals with the appraisals of them made by others, they will want to discuss the differences and "check out" with class members those areas where there is discrepancy.

A journal assignment might be to write about how self-appraisal coincided with appraisal by others, and how the person felt about it. Another journal approach would be to ask students to speculate as to what the ability ratings mean in terms of vocational choice.

e. Personality (appendix, 34-35)
After students have rated themselves on a four point scale as to how they see themselves and how they would like to be, there are a variety of ways of using the data.

Have a friend or members of his group rate him on a similar scale. If there are any outstanding discrepancies on the individual's self rating as compared to ratings done by others, these should be discussed.

Students may choose categories in which they want to make changes in themselves, and write career development contracts (appendix p. 29) stating specific ways in which they will act to get the desired change. For example, someone who wants to improve conversational ability might contract to start conversations with "new" people during lunch period and talk to a different person each day for one week. He will choose a classmate who will support him and to whom he will report his progress. In this way, students in the class can become support systems for each other in facilitating changes that individuals wish to make. A new contract could be developed each week as students work to become their "ideal" selves.

On a similar list of personality traits, have employers in a preferred occupation check off the traits that they would want in an employee. These checklists could be labeled and

put together into a resource book of traits that employers prefer. Students could then compare themselves with the "ideal" employee.

EO#2 Discusses those sources which have contributed to the development of his self-concept, and gathers other self-information.

Learning Experiences

1) Students should become aware that many influences shape one's self-concept. Ask students to name some of these influences (parents, teachers, associates, experiences, environment, etc.)

Have students break into three or more small groups to discuss how the expectations of others and situations in their lives helped to create their self-concepts. The Group Discussion Handout (appendix p. 36) may be used to stimulate ideas.

As a follow-up of the discussion, each group may choose one or more member to form a panel discussion group. These people will share ideas from each small group with the entire class as they discuss the question, "What forces create self-concept?" and "Is it possible for one's self-concept to change?"

2) Have students divide into groups where they prepare skits in which they illustrate experiences that lead to the formation of a self-concept. Students might discuss incidents in their own lives that helped to shape their self-concepts and tie some of them together into a "This Is Your Life" type skit, or they might use several isolated experiences and moralize about what each of these contributed to self-concept. Those who prefer may make cartoons or write biographies illustrating the same theme. The teacher may want to start the sharing process by an example from his life. "When I was in first grade, I stretched my foot out in the aisle just as Miss Nearsight walked by. She fell on her face, accused me of deliberately tripping her, and labeled me for the rest of the year as a disruptive influence who needed watching. Consequently, I tried to live up to what I thought was expected of me."

3) If the teacher desires to include self-identity literature in this unit, he might ask students to choose one of the novels listed in the appendix page 37 to be read and related to self-concept. Some ways of approaching these novels might be:

a. Have four to six students read the same novel and present a discussion to the class in which they examine themes and characterizations, the self-concepts of the characters, what caused the characters to develop such self-images, how the character's self-image affected his life, how he is unrealistic, or how he becomes more realistic through experience. The discussion might conclude with the personal application that group members can make of insights gained in the novel.

b. Have students who read the same book discuss the book in a small group with the teacher. The teacher might ask them to

rank characters from the "most liked" to the "least liked" and give specific reasons for such ranking. Then they might rank from the character they most identify with to the one they least identify with. Another way of ranking would be from the most realistic to the least realistic character, giving reasons for their choices.

c. Have students write compositions comparing themselves to characters in the book, using a title such as "The Character With Whom I Most Identify."

4) The way one's actions, behavior, comments are perceived by himself and by someone else are often not the same. Have students read the story "Queer" by Sherwood Anderson (appendix p. 38) then discuss the questions (appendix, p. 45). The story is an extreme example of someone unable to function in his world, partly because of his self-concept, and partly because of what he projects onto others. Following the discussion, the teacher might want to give a journal assignment from the topics suggested at the bottom of the discussion sheet (appendix 45).

Another short story dealing with the theme of self-image and the image one wishes to project to others is "A Summer's Reading" by Bernard Malamud (appendix, p. 46). After reading the story and discussing the questions (appendix, p. 51), students may wish to discuss in small groups or write in their journals about themselves as they are now, and themselves as they would ideally like to be. They should be encouraged to talk or write about what they can do to become the "ideal" self. This might include writing a Career Development Contract (appendix, p. 29).

5) More mature students may read the play "Playboy of the Western World", by J. M. Synge, and discuss it in terms of how the opinions of others make the man; how a man's accomplishments are related to the expectations people hold for him.

6) Stick Figure Personalities - In the appendix, p. 53 is a series of stick figures suggesting a variety of personality types. They may be useful in helping students to look at themselves in terms of their "real" selves, "ideal" selves, and selves as seen by others.

Give students individual copies of the stick figures and ask them to follow these directions:

a) Determine which figure is <u>most like yourself</u> most of the time. If none of the drawings resemble you, or if you are only a little like each one, make your own stick drawing. When you have chosen your stick drawings, write a paragraph (or list of descriptive words) describing what kind of person he is.

b) Choose a stick figure that most closely resembles the personality that you would <u>most like to be</u> and describe that person.

c) Get together with another student and form a pair. Now decide which stick figure most resembles your partner and tell him about that person and why he reminds you of that person. Your partner will then choose a stick figure he thinks is most like you and describe that figure. (You might also ask your parents or your best friend to choose the figure that most represents you and compare their choice with your partner's.)

d) Share with your partner the stick figure you have chosen as most like you and read the description you have written. You may want his reactions. He will then share his choice with you.

e) Share with each other your "ideal" self stick figures. Discuss with each other the changes you think you will have to make in order to become your "ideal." Then, help each other to write Career Development Contracts (appendix, p. 29) in which you form action plans that will help you to become more like your ideal self. For example, if you want to become a more interesting conversationalist, you may decide that one way to do this is to know more about sports, so you contract to read the sports page of the newspaper every day for x number of days.

7) Joseph Luft (1969) believes that productive work relationships with others can be facilitated by increasing cohesiveness. The Johari Awareness Model can be used by the teacher as a device for helping the class to look at itself as a group and for individuals to become more aware of their behavior, feelings, and motivation.

The teacher might present the Johari Awareness Model by drawing the "window" on the blackboard and explaining the four quadrants, or by giving students copies of the handout explanation, appendix, p. 54.

When students understand the model, the teacher may ask the students to think individually about the question, "How do I feel about this class?" As an example, he might draw a blank Johari window on the blackboard and ask each student to fill out quadrants 1 and 3 by themselves. After giving them five minutes to work on each quadrant, the teacher organizes them into groups of four where all students in any one small group fill out quadrant 2 for all other students in their same group (see figure below). Quadrant 4 is skipped.

-1-	-2-
I don't like to read out loud. I like to have class discussions. I think this class is "cool".	You act mean when you get criticized. You say interesting things.
-3-	
I am afraid of being laughed at. I like working with Joe.	

As communication increases among students, they will be more open and spontaneous, revealing what is important to them and giving more helpful feedback to each other. The class should understand that the purpose of this exercise is to make the "common knowledge" area of each person's window bigger, therefore making it easier for members to work together.

When class members have used the Johari window to react to themselves as a class, each member may draw his own personal four-quadrant window on a full sheet of paper. Each person will make four statements about himself in quadrants 1 and 3. After giving students about five minutes to work on each quadrant, organize them again into groups of four and have all students in that group fill out quadrant 2 for all other students in their same group. Quadrant 4 might either be discussed in the group or become the basis of a journal writing assignment, "My Hidden Potential". Group members should share their reactions to each other's windows.

8) The following exercises are designed to give students feedback on how the perceptions of others correspond with self-perception. It is important that the teacher or counselor supervising these activities have some experience with group process and be sensitive to feelings. If these activities are given a positive focus, they can be valuable in helping students to gain insights.

If possible, split the class into groups of 8 or 10 and have a counselor or teacher leader with each group. The teacher may choose to do many or few of these exercises.

EXERCISES:

a. Feedback (reporting to an individual the kinds of impressions he is making on you, or reporting your reactions to him) can be valuable in helping students to know their impact on others if such feedback is given and received in a constructive way. Before the teacher begins any feedback exercises, the class should read and react to the handout in the appendix, p. 55-56.

When students have an understanding of how to phrase useful feedback, the groups may do the feedback task (appendix, 57). The exercise focuses on both positive and negative feedback. If the instructor wishes, he may focus only on the positive. If the negative focus is included, group members should be encouraged to examine which of their negative behaviors they want to change and get help from their group in formulating a plan for implementing the change. Possibly a Career Development Contract (appendix, p. 29) could be written.

b. The "Stop Action" exercise (appendix, p. 58) is a technique that can be used to interrupt work on a task at any time in order to examine the way a group is working. It can be useful in making persons conscious of what they are doing and how they are doing it. Once the class is familiar with the way "Stop Action" operates, the activity can be applied in any group situation where the group is not operating as effectively as it might.

c. The indirect feedback exercise allows group members to give and receive feedback in a way that avoids direct confrontation. Each student writes a list of ten words or phrases to describe himself. He does not sign his name or in any way indicate which paper is his. The teacher numbers the papers and returns them to the group. Each

person in the group tries to determine which description fits which group member and why. When all group members have written down the number of each paper and who he thinks it belongs to, group members share their guesses. As the group discusses each list and gives opinions about who wrote it, all group members will get feedback as to how others perceive them. It is unnecessary for anyone to reveal which paper is really his. The value of the activity comes from the group's perception of which list describes which persons.

These questions may be used for discussion after the feedback activity, or for the basis of a journal writing assignment. "How accurately did people see you? Were you surprised by any of the perceptions others had of you? Explain. Which perceptions did you like? Dislike? What did you learn?"

d. The occupational fantasy exercise is begun by the teacher or leader suggesting that at times everyone has imagined himself in various occupational roles, and asking the group members to share some of their childhood occupational fantasies. When group members have shared some of their recollections, the teacher will ask them to think and talk about the broad occupational areas from which they might choose a future occupation. You may wish to refer to and discuss the list of job clusters (appendix, p. 72). Once students have become more aware of occupations from which they might choose, the teacher will ask each one to fantasize himself in an occupation ten years from now. The fantasy should include what he sees himself doing in the job, his relationships with workers, his educational background, life style (home, family, economic, etc.), his social life, and anything else he visualizes as making up the total life at that time.

As each group member discusses his fantasy, he will tell why he chose that occupation, and get feedback from the group about whether they see him fitting the role he has chosen and for what reasons. The group might also discuss how realistically the person has anticipated the kind of life he will have as related to his choice of occupation.

e. The collage activity (appendix, p. 61) is useful in helping group members to see themselves through their own eyes as well as the eyes of others. In addition, it makes students aware of how accurately they perceive others. It also allows students to express themselves in a medium other than language.

A possible journal assignment following this activity might be to write on the topic "What I have learned about myself" or "What people have in common."

f. The goal of this activity is to build the self-esteem of individual students by sharing positive characteristics of everyone in the class. The teacher first gets students to name a variety of personal traits of people, traits that are valuable. She emphasizes that all persons do not all have the same traits and that different traits are useful in different situations. Each student is then given a large sheet of newsprint paper and asked to put his name at the top

and to list in large letters what he considers to be his strengths as a person. Every student is encouraged to have at least three important items on his list. These sheets are hung up around the room, and the students are asked to add strengths to other students' lists, strengths that they had perceived. Each student should be encouraged to add something to the other sheets. Later, students can form into pairs or groups and discuss their feelings and how their strengths might be used. Some questions that might be dealt with are, "Were the comments you received consistent or did people differ in what they saw as your strengths? How do you feel about the comments you received; do you believe all of them are accurate, can you accept them? Which do you have difficulty accepting? Why? Are there any that you do not like? How can your strengths be used to advantage on a job?"

g. This activity focuses on positive characteristics as they relate to vocation. Form class members into pairs A and B. A tells B what two or three things that A has going for himself in pursuit of a vocation. Then B tells A three things A has going for him. Then they reverse the process with B becoming the focus. A and B may then share their opinions about possible career choices. The activity should end when both people have agreed on at least one possible vocational choice for each of them. A journal assignment might be to write about "My personal attributes that make _____ a possible career for me."

9) Looking at Leadership - Since both school and the world of work are places where "leaders" emerge, students should devote some time to thinking about what makes a good leader and what situations demand different kinds of leaders. One focus of the activity should be to help students think of leadership as distributed differently according to situations. Another focus is to help kids look at themselves as possible leaders.

This non-verbal activity causes the group to look at the status hierarchy in their own group. Chairs are lined up in a single file, and group members, without talking, are to arrange themselves in the order of their perceived authority in the group. The group must keep at it until all members are reasonably satisfied that this represents their structure. Another approach would be for members to put themselves in positions where they feel most comfortable.

A class discussion following the activity could include such questions as "How did the leadership hierarchy develop in this class? How might the leadership arrangement be different in a different situation (club, party, job, art class, ball game, project)? What are qualities that leaders seem to have? Are leaders sometimes followers? Examples? Do you see yourself in the way others seem to see you? Do you see others in the way they see themselves? Think of kinds of situations where you have taken leadership roles)? Follower roles?

10) Cooperation - In our competitive society we are much more familiar with competitive situations than with cooperative. In order for students to experience a situation in which cooperation is necessary to complete a task, have them do the cooperation exercise. The exercise should point out to students how their behavior may help or hinder joint problem solving.

The teacher begins by asking what cooperation means, and listing on the board the behaviors required in cooperation. For example: Everyone has to understand the problem. Everyone needs to believe that he can help. Instructions have to be clear. Everyone needs to think of the other person as well as of himself.

When the meaning of cooperation has been clarified, the class is divided into 5 or 6 small groups of 5 members per group. Each person has an envelope containing puzzle pieces for forming squares. See appendix p. 62. At the signal, the task of each group is to form 5 squares of equal size. The task is not completed until everyone has before him a perfect square and all squares are of the same size.

It is important that these rules are followed:

1. No member may speak.
2. No member may ask for a puzzle piece or in any way signal that he wants one.
3. Members may give puzzle pieces to others.
4. Each group may watch other groups when they have finished.
5. The no talking rule is in effect until all groups have finished or time is called.

After completing the activity, the teacher can lead a discussion focused on three areas; feelings aroused by the activity, student's behavior, and leadership hierarchy.

Questions dealing with feelings include, "How did you feel when someone held a piece and did not see the solution? What was your reaction when someone finished his square and then sat back without seeing whether his solution prevented others from solving the problem? What were your feelings if you finished your square and then began to realize that you would have to break it up and give away a piece? How did you feel about the person who was slow at seeing the solution? If you were that person, how did you feel? Was there a climate that helped or hindered?

Questions dealing with students' group behavior include, "Who was willing to give away puzzle pieces? Was there a particular turning point when cooperation began? Did anyone violate rules? How did you react? Do you work well when you must depend on others? Do you prefer being in control? Would you be able to work at a job that demanded a similar set of conditions?

Questions dealing with leadership include, "Which members actually worked on putting pieces together? Were there members who sat back and let others take over? Why? How do you see the leadership hierarchy in this situation? How does it differ from that in the previous activity? What leadership roles did you play?"

11) Values - Because values are an important part of self-concept as well as career choice, students should become aware that they do have certain values and should begin to compare and identify these. To begin a discussion on values, the teacher might show one or both of the movies "Sixteen in Webster Grove" and "That's Me". See the description, discussion questions, and information for ordering in the appendix, p. 63.

Following either the movies or a short discussion of valuing, ask students to fill out the sheet, Values and Needs That Are Important to You (appendix, p. 64-66). When each class member has filled out the sheet, instruct students to pair off with someone that they know quite well. When pairs are formed, one member of each pair will try to guess how his partner filled out each choice on the value list. They will then reverse the process. After this process students will want to share what they valued and why, and why they were mistaken or correct in their guesses about the other person. This exercise serves the purposes of making students verbalize their own values as well as attempt to interpret and understand the values of another person. In addition, each member receives feedback as to how his partner sees him.

The auction is another technique for determining values. Each student is given a copy of "Items to be Auctioned" (appendix, p. 67-69) and told that he has $1000 to spend and he is to determine which items he wishes to bid for. Have a student volunteer to be the auctioneer and let class members bid on the items. Someone should keep a record of who bids and who buys and the amount of money paid for each item. When the auction is completed, class members should be given copies of the key (appendix, p. 70), or told which values they did prize as shown by what they bid. Obviously this is not a foolproof method for identifying values, but it does create an awareness of valuing. If more work on values is desired, see the unit on value identification.

A possible journal assignment or small group discussion question is "How my values will influence my career choices."

EO#3 Examines the abilities and characteristics with respect to responsibilities and tasks of preferred occupations.

Learning Experiences

1) The sentence completion sheet (appendix, p. 71) can be used in a class where many students have had some work experience. The purposes of the activity are to give students the opportunity to express their work related attitudes and behaviors, to discuss and compare their own experiences and attitudes with others in the class, to learn from the experiences of others, and to get feedback on their stated behavior.

   In using the sentence completion sheet, first have students complete the statements on the sheet independently. Next have them form into groups of 8-10, trying to have someone who has held a job in each group. Ask students to share and compare response on those questions that interest them most. Students might also be encouraged to share other details of their jobs with group members.

2) This activity requires copies of the booklet, Revised Minnesota Occupational Rating Scales.

   From the list of occupations (appendix, p. 72-75) have students choose one that seems like an acceptable career possibility. Each student should then use the rating sheet (appendix, p. 76-77) to rate the amount of each of seven abilities that he sees himself possessing to qualify him for success in the chosen occupation. Once he has

done a self-rating, he should check with class members to see whether they would rate him similarly. If they would rate him differently, he should try to reach some realistic compromise.

When he has arrived at a satisfactory rating of himself on the seven abilities, he should go to the booklet, Revised Minnesota Occupational Rating Scales, and look up the abilities required in his chosen occupation. He can then compare the two ratings and discuss the discrepencies between them. Students may then discuss how their perceptions of that occupation as suitable for them has changed or been reinforced, and how they might improve any ability area where personal ratings are lower than those required on the M.O.R.S.

3) The teacher may want to use some test instruments as a base from which students can explore vocational possibilities. The three following are suggested as having some relevance to vocational choice:

GATB - General Aptitude Test Battery - measures 9 aptitudes found to be important for successful performance in a wide variety of occupations. It can be administered by the state employment service. Occupational ability patterns profiles can be constructed for each student and compared with occupational ability patterns for various occupations. See appendix, p. 78-81 for further description of the tests.

MIQ - Minnesota Importance Questionnaire - measures needs and norms comparing an individual's interests with those of persons employed in particular occupations. The inventory is available through state-wide testing. See appendix, p. 84-87 for further description.

Where any of these instruments is used, it should be used to broaden vocational areas to be explored, rather than narrowing the choices. The teacher should make clear to the student what each test does or does not claim to do. One way of doing this is to explain the purpose of the instrument before it is administered. The teacher should clearly explain that these are not tests of academic ability and will not be used as a teacher grading or evaluation tool. We also recommended that the counselor be involved in the interpretation.

When students receive their results, the teacher may want to further clarify the purpose for using the test instruments by leading a discussion based on the questions, appendix, p. 88.

4) Have students do a job analysis using the information sheet, "Job Identification Facts" (appendix, p. 89). This analysis could be done as part of a visit to a local industry or by interviewing a friend or neighbor who has an occupation of interest to the student. When students have completed the job analysis, they may share information with each other and compile their results into a job information booklet.

5) Using the appraisal form, "Where I Want to Go" (appendix, p. 90), have students decide on an occupation that they wish to survey then seek out the necessary information by visiting some of the sources suggested in the appendix, p. 92 or by using available printed resources such as The Occupational Outlook Handbook, Dictionary of Occupational Titles, The Encyclopedia of Careers, the school and public library occupational files, or the guidance or career resource center.

6) Students probably know recent graduates of the school who are employed. Assign class members to seek out some former students and conduct structured interviews with them using questions such as those in appendix p. 93. Students may wish to use tape recorders for the interviews, speculating about how effective and satisfied they would be in such occupations.

7) Conduct a field trip to a firm employing a number of people. Have students attempt to project themselves into worker roles they feel they could fill. If they have the opportunity to talk to these workers, they will want to check the workers' feelings and characteristics for similarities and differences from their own. See the appendix, p. 94 for possible questions that might be asked of the workers.

   If possible, have workers in preferred fields do a card sort of needs and satisfactions in their occupations. (Directions for making such a card sort are included in the appendix, p. 95-99).

   Upon returning to class, have students do the same card sort, identifying needs and satisfactions important to them in their "ideal" occupation. Have students compare their own results with those of the worker in the preferred field. Class members may wish to discuss their findings with each other.

8) Arrange for students to volunteer their services to an employer, parent, school custodian, office, etc. for a specified amount of time each week. Those students who are employed can use their existing job for this exercise. Have the employer fill out a work rating sheet for the employee each week (appendix, p. 100-101). The student should fill out a similar work rating sheet on himself and compare his perception with the employers'. At the end of a specified time period, students and teacher might discuss the experience in terms of the following questions: "Did you like the work? How was it different from what you expected? What did you learn about this kind of work? What did you learn about the workers? How satisfactory do you think this would be as a vocational choice? What are your reasons? Did this experience help you in planning your future? Explain?

9) Instruct students to do a tabulation from the Sunday paper "Help Wanted" section to determine the jobs most prevalant at the present time. On some of the most prevalant openings, have them collect data on job requirements, salary, age, sex, education or training requirements, experience necessary. Ask students to determine the

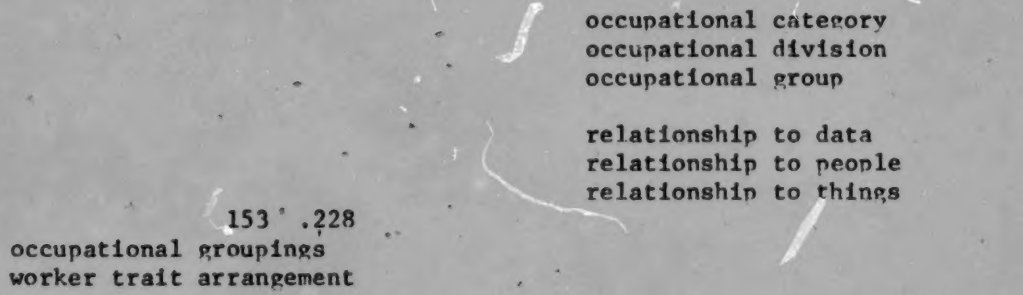
positions that they would see as possible for them if they were entering the job market at the present time with the background they now have. Discuss such questions as "Considering your present qualifications, which of the available positions could you qualify for? What satisfactions would the job give you? What qualifications are you lacking to keep you from applying for other positions that sound interesting to you? Which of the occupations could you see yourself in ten years from now? What will you need to do in order to qualify for such occupations?"

EO#4 Examines personal characteristics related to data, people, and things as these characteristics are relevant to an occupational work function.

Learning Experiences

1. The Dictionary of Occupational Titles is a widely used occupational information resource with many kinds of information. One kind of information that it offers deals with the data, people, things function; the premise that every job requires a worker to function in relation to data, people, and things. The activities listed here can be done without actually using the DOT volumes, if the teacher wishes to duplicate p. 102-112 of this appendix.

   In the appendix, p. 102-104 is an explanation of the data, people, things hierarchies as they relate to occupations. By knowing that the last three digits of the occupational code number in the DOT listings describe a job's relationship to data, people, and things a person can get some idea of what a worker does on the job. For example, the code number for Athletic trainer (page 45, Vol. II of the DOT) is 153.228. The following diagram may help to emphasize the purpose of each digit in the code number.



   The first three digits, 153, referring to the occupational group, will not concern us here. The three digits after the decimal indicate the level of complexity of the specific job as it relates to data (2), people (2), and things (8). By referring to the chart in the appendix, p. 102 we find that an athletic trainer must analyze data, instruct people, and has no significant relationship to things.

   Listed in the appendix, p. 105-112 are worker trait groups, categorized by general areas of work. The number to the left is the data,

people, things description. The number on the right is the page in Volume II of the D.O.T. where more specific information can be obtained. The teacher should distribute copies of these pages to the students and work through one or two samples with the students. For example, the teacher might ask the class for the data, people, things functions performed by a restaurant cashier. By referring to the classification number on appendix, p. 105, and then matching with the data, people, things descriptions on appendix, p. 99, the students will see the classification number 468 which indicates that a restaurant cashier computes data, performing arithmetic operations, etc.; talks with and signals people to convey or exchange information, and gives assignments or directions to assistants; needs no significant relationship with things. Once students understand the data, people, things classification system, have them choose two general areas of interest to them from the worker trait groups and refer to the D.O.T. description to determine the highest level data, people, things function performed by someone in that general occupational area. Have students discuss how they would see themselves performing the functions required for occupations in their field of interest.

Next, have students read through the descriptions of data, people, things functions and determine on which level of each hierarchy they would prefer to function. Then have them decide which of the functions would be least appealing to them in an occupation. With such information, students can look over the worker trait groups and eliminate occupations that demand functions which are unappealing.

Ask students to form a self-profile by choosing one function in each hierarchy that fits each student best. When students have formed their own preferred profile, have them look through the worker trait groups and find occupational areas that best fit their own data, people, things profiles.

2) Have students try to judge the data, people, things functions that would be performed by a significant other in his occupation. Then ask them to look up the code for that occupation and see how accurate they were. They might then try to project themselves as filling the functions as they imagine the significant other does.

3) Identify the many different workers employed by the school (custodians, cooks, engineers, bus drivers, secretaries, technicians, bookkeepers, clerks, administrators, social workers, nurse, psychologist, probation officer, etc.). Students should observe these workers and try to determine their data, people, things profiles. Then, using job titles, go to the worker trait groups and the data, people, things chart, make comparisons. Students should try to identify profiles that are similar to their own preferences and try to project themselves as filling the occupation.

4) Bring in a local employer and have him describe three of his most valuable employees (give traits, abilities, etc.). Then help the class to see that each of the three individuals is different, yet

their unique traits and abilities make these people valuable to the company. (For example, a salesman and an accountant might have such different traits that they would be quite unhappy and function poorly in the other's occupation). Have students discuss where the employees would fit in the data, people, things classification.

EO#5 Examines his abilities, aptitudes and other personal resources in light of educational requirements for preferred occupation.

Learning Experiences

1) Hold a career conference in which students explore career possibilities in various job families. Some possible job families to be included are:*

   a. Careers in distribution of food products. (Red Owl, Super-Valu or National Foods representatives.)

   b. Careers in manufacturing. (Minneapolis Moline or Superior Separator representatives.)

   c. Careers in the manufacture and sale of food products. (Representative from General Mills.)

   d. Careers in the sciences. (Representatives from Honeywell, Research, Inc. or Minnesota Mining.)

   e. Careers in the building trades. (Representative of a union or a contractor.)

   f. Careers in government service. (Civil Service representative.)

   g. Careers in education. (M.E.A. or A.F.T. officer.)

   h. Careers in office work and office management. (Representatives from a large insurance home office; Northwestern or Prudential.)

   i. Careers in the creative arts. (Commercial artist, musician, or writer.)

The conference can be organized by designating separate rooms to consultants or company representatives in the various job families designated, then asking each student to select three or four to visit. In their visits, students should attempt to identify some occupations available in each job family, the training programs provided within various companies, and the student's own interest and qualifications for such programs.

2) Visit an area vocational-technical school. Assign each student to choose at least one area of interest in which he should attempt to learn the following: the school entrance requirements for someone in his chosen field, what training programs are available, the length of the training period, the employment prospects at the completion of the training period.

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*Taken from Your Future: Outline for the Ninth Grade Career Planning Unit, A publication of Hopkins Public Schools revised and reprinted by Minnesota Department of Education, 1966, St. Paul, Minnesota.

3) The class might undertake the project of developing a handbook of vocational training opportunities. Areas of training to be considered might include college, business, trade, correspondence schools, government training programs, apprenticeships, on-the-job training, military service opportunities. Split the class into groups, having each group take responsibility for compiling information regarding opportunities in an area of training. Obtain information about available educational avenues by conducting interviews with skilled and professional workers in the community, surveying local industries to determine what training programs they offer, writing letters to department heads at local and state universities, investigating area vocational schools, local on-the-job training programs, obtaining pamphlets on apprenticeship programs, government training programs, and military training. Refer to The Teacher's Role in Career Development, part 6, for further sources of such information. Also, see appendix, pages 113-115.

   Each group, when they have prepared information for their section of the handbook, may wish to act as a panel of experts and report their findings to the class, answering quesitons raised by class members.

   As students investigate training opportunities, they will undoubtedly collect pamphlets, brochures, etc. describing various training programs. These could be collected into a file of occupational training information with copies for the guidance and the instructional materials center.

4) Ask students to group themselves according to school subject areas that they like, do well in, or want to know more about (home economics, English, industrial education, etc.). Assign each group to develop a two dimensional chart of occupations related to that subject area. See appendix, 116, or refer to Teacher's Role in Career Development for samples. These charts, when completed, might be shared with other students by bulletin board displays, audio-visual presentations, or copies of each chart distributed to each class member.

   When students have completed the charts by listing several occupations and scaling them according to level of occupation or training required, each student might then pick an occupational field of interest to him and investigate some occupations in that field that required different levels of training. For example, a student interested in business and liking math, might investigate accounting (B.A. #), appraising (H.S. #), bookkeeping (H.S.), computer operating (less than H.S.).

   Once students have chosen a field and identified the different levels of training for preferred occupations, they should identify specific training institutions or programs where one could prepare for these occupations. Which colleges, trade schools, apprenticeship programs, etc. available to the student would offer him the training he is seeking? How would he apply to enter the training program?

What are the qualifications for entry? How long would the training period be? What would it cost? With such information at hand, students should then examine their own abilities, aptitudes, resources, and opportunities, in an attempt to determine which levels of education or training requirements best suit them and their vocational goals.

5) Have students use the Career Development Laboratory put out by Educational Progress Corporation. It can be used individually or as a class. Students play a career game which leads them through one of three trails--professional, mechanical-technical, and service. Two or three occupations for exploration are suggested at the end of each trail, and the student may get information on several of these from 60 worker interview cassettes which are part of the laboratory. Each student may try out more than one trail. For more detailed instructions, see the manual which accompanies the set.

6) Each student might look at occupational preferences through John Holland's Self-Directed Search, A Guide for Educational - Vocational Planning, consulting Psychologist's Press ($1.25 per copy). Based on Holland's theory of vocational choice, the instrument develops a profile based on his six personality types (Realistic, Investigative, Social, Conventional, Enterprising, and Artistic) from which students can do further self and career exploration. See counselor's manual for further directions.

7) Students may summarize their own tentative vocational plans at this stage of their exploration by filling out the form "How I Plan to Achieve My Vocation Goals" (appendix, 117).

EO#6 Identifies situations in the preferred occupation where compromise might be necessary and investigates alternatives.

Learning Experiences

1) From "Help Wanted" advertisements or other sources, have students choose one or two preferred occupations that are available at the present time. Have them identify the education and experience necessary to qualify for the position and the working conditions, opportunities for advancement, and salary offered by the position.

With such information available, ask the student to imagine himself as he will be ten years from now. From inquiries with parents and others about their cost of living, and from the student's own anticipated standard of living, will the position meet his salary needs as he imagines himself in ten years (house, car, family)?

What education and experience will he have to get before he can qualify for the job? Does he have the skills and aptitudes necessary? How can he get those that he doesn't have? What would he like about the position? What would he dislike? In view of the above criteria, is the job appealing? Why or why not?

2) Students form into small discussion groups. Each student chooses one or more careers that he thinks he would like but which he sees as unrealistic because of grades, time and education involved, parental expectations, and other restrictions. With the group, he will compare the advantages and disadvantages of working toward such a career. "How might he overcome his disadvantage? Can he identify others who have overcome disadvantages? What would he have to sacrifice? Is it worth it? What realistic alternatives are available?"

   Each student chooses one or more careers in a broad group that he could qualify for but which would be unsuitable in terms of his self-concept. Compare the advantages and disadvantages of a career in such a field. For example, he might be qualified by educational plans for a career as a salesman, but unsuitable in that he doesn't like traveling, needs supervision and daily routine, isn't aggressive, reacts poorly to negative responses. Another example would be someone who has the skill and intelligence, the parental backing and educational opportunities that would qualify him for dentistry, but who dislikes isolation and routine and has much need for physical activity and variety.

3) Present to the class situations where compromises seem necessary, and ask them to offer solutions. For example, a boy has a great desire to be a surgeon, but also has a great desire to marry soon. His chosen field will require eight more years of education, and his parents threaten to cut off his funds if he marries before he finishes school. What should he do? What compromises would you suggest to him? Another example is the girl who has ability and interest in math and mechanics. Should she enter a field that has been traditionally restricted to men?

   After students have offered compromises and solutions for such cases, ask them to develop their own compromise situations as they see themselves in relation to their preferred occupational goals (age, money, parental expectations, education, social needs, etc.). In small discussion groups, students can help each other to list as many alternatives as possible for each conflict situation, and then try to project what the outcomes might be for each compromise if it were acted upon. Students might be asked to select the compromises they feel would be the wisest and defend their choices. Group members should be encouraged to challenge the choices and present reasons for challenges.

UNIT EVALUATION

Acting as his own counselor, each student will compile the information he has gathered in this unit into a case study: making diagnosis, suggesting treatment and making predictions as to what will happen as a result of the treatment. See the appendix, 118-119 for a case study form.

The teacher might introduce the evaluation by a statement such as the following: "You are to take the role of your counselor. A student (yourself) has come to you for vocational guidance. Using all of the information available to you as a result of this unit, you -- the counselor -- are to write up a case study of you -- the client -- and

make recommendations and suggestions as to how the client should best proceed in his career development. Your conclusions may include such specific recommendations as the schedule of high school courses needed, and such general recommendations as further exploration of some career options. Some of the areas in which recommendations might be made are education or work experiences, career choices, ways of enhancing self-concept, ways of securing a chosen job, choices among vocational schools, high school, or no school, choices of high school courses, and so on."

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APPENDIX

Discussion questions EO#I-1

The teacher may wish to open this discussion with some personal, relevant examples.

1. Schools aren't generally oriented to talking about you. Can you remember in school where you ever talked about yourself? In grade school? In junior high? In high school?

2. When you first came into this class, were you interested in anything other than the subject matter? (Eventually students will confess to an interest in each other).

   Would you agree that you were forming judgments about each other?

   What kinds of judgments do you make about other students in a class? (looks, intelligence, personality)

3. What is personality?

4. If I had people in this class or friends describe you, would that description be accurate? Complete?

5. How many people are you? Are you the same person with your best friend as with a teacher? What are some other situations where you change to fit the situation?

6. What does school expect you to be? Your parents? Your friends? A prospective employer? What do you expect of yourself?

7. How many of you feel that you keep that person inside of you fairly well covered?

8. How would you like members of the class to describe you?

9. How many of you feel that you have a pretty good idea of how others judge you? Do you have a good idea of how others see themselves? (parents, friends, teachers, employer)

10. Do you see any need to know more about yourself?

11. What have you learned about yourself through studying other subjects? For example, in geometry, are you good or bad at living by rules?

12. Do you see any relationship between knowing yourself and choosing a job? (this may create an opportunity for students to discuss the relationship between tasks one likes to do, tasks one does well, and what others expect.)

SENTENCE COMPLETION

Fill in the blank at the end of the sentence with the first thought that enters your mind. DO NOT put your name on this sheet.

1. I don't like people who _____

_____

2. In school I wish _____

_____

3. No one in this school _____

_____

4. It is hard to like another person who _____

_____

5. The thing that bothers me most is _____

_____

6. I believe I have the ability to _____

_____

7. It is hard to like a person who _____

_____

8. In school it is hard to trust _____

_____

9. What I like least in myself is _____

_____

10. What I want most is _____

_____

11. When I am with others that I don't know well, I _____

_____

12. In a group, when I have something to say I _____

_____

SUGGESTED JOURNAL TOPICS

Each day write a paragraph or two reporting on your experiences related to this class. The questions below suggest the kinds of things you can write about. But, do not feel that you must limit your report to these questions if there is something else you would prefer to write about. You can probably write on one or two questions, and you can choose the ones that seem to relate to things that happen that day. Briefly describe the situation and reasons for your feelings.

1. How did your feelings about any person change as a result of this day's activities? Why?
2. How similar is your impression of yourself to the impression others have of you? Explain.
3. Were you surprised by any of the things people said about you? Explain.
4. What were some things you wanted to say today and did not say?
5. What did you do today which made you feel proud? Why?
6. What problems did you encounter?
7. What happened that made you feel uncomfortable or unhappy?
8. Whom did you see that impressed you favorably? Why? or unfavorably? Why?
9. What criticisms did you receive and how did you respond to them?
10. What compliments were you given and what did they mean to you?
11. What did you do that seemed to be effective or ineffective in your relationship with others?
12. What did you do in your work that was enjoyable or satisfying?
13. What new task did you learn to perform?
14. Describe a difficult situation you encountered and how you handled it?
15. What questions did you ask your group or what questions would you like to have asked?
16. How do you think you might need to change to succeed in a preferred career field?
17. What happened that made you feel you would (or would not) like (your choice) as a lifetime career?
18. Tell about the best thing that happened to you this week; something someone said or did, something you said or did, a feeling, an insight, a goal accomplished, etc.

This exercise taken in part from Pilot Training Project for Teachers of Distribution and Marketing, University of Minnesota, Summer 1967.

CAREER DEVELOPMENT CONTRACT

A career development contract is a plan for helping you to make changes that you desire to make in yourself. These changes can be related to any area of your appearance, intellect, or personality that you would like to change and that seems possible (obviously you can't change your height or the color of your eyes, but you can change your weight or the length of your hair).

The contract can be effective if you decide what you would like to change and ask others to help you, check up on you, support you. Use the contract whenever you see a change that would help you to become closer to your "ideal self." Don't choose not to use it for fear of failure. Approximations are successes, not failures.

Write a career development contract by using the following steps:

I. Identify something about yourself that you would like to change
.....Is it to stop doing something?
.....Is it to start doing something?
.....Is it to do something more often?
.....Is it to do something less often?
State what it is you want to do _____

_____

II. How much do you want to make the change?
.....Will you be honest about your actions in regard to carrying out your plan?
.....Will you be responsible for what you do? (no shifting the responsibility to another person or situational circumstance)
.....Do you really want to make the change?
Briefly describe what the rewards will be for you as you make the change _____

_____

III. Identify specific actions you could take to bring about the desired change. _____

_____

IV. Identify the resources you might use in helping you to make the change (people, objects, experiences) _____

_____

V. Write a career development contract that you intend to carry out. Be specific about what you hope to accomplish; the actions, time, people involved, and how you will know when you have completed your contract. _____

_____

VI. Name the person or group of persons in this class who will help, encourage and support you _____

VII. Follow-up - Keep a record of the results of your plan and describe the results after one week.

SELF-APPRAISAL FOR THE JOB AHEAD

MY HIGH SCHOOL SUBJECTS

Subjects	Grades	Things I disliked about each	Things I liked about each
Art			
Business			
Distributive Education			
English (includes speech, journalism)			
Foreign Language			
Health			
Home Economics			
Industrial Arts			
Mathematics			
Music			
Occupations			
Psychology			
Physical Ed.			
Science			
Social Studies			
Other			

QUESTIONS FOR DISCUSSION:

1. Can you see any definite patterns in your likes and dislikes which might affect your choice of vocation?
2. Do your grades reflect any strengths and weaknesses which might affect your success?
3. If there are things about this record that you would like to change, can you change them?
4. Would you like this group to help you develop a plan for such a change? If so, discuss it with the group and write up a Career Development Contract.

SELF-APPRAISAL FOR THE JOB AHEAD

MY WORK EXPERIENCE

(You may include work around home if you wish; yard work, pet care, house work, baby sitting, cooking, repairing, etc.)

Job	Things I disliked about it	Things I liked about it
Firm: Dates: Positions:		
Firm: Dates: Positions:		
Firm: Dates: Positions:		
Firm: Dates: Positions:		
Firm: Dates: Positions:		
Firm: Dates: Positions:		

QUESTIONS FOR DISCUSSION:

1. What likes and dislikes listed above might affect your choice of vocation?
2. How can your work experience help you in choosing your vocation?
3. Are there vocations about which you are curious but have no information? You might want to ask others in your group if they have such information.
4. What possible additional work experience might you seek in order to test out possible vocational likes and dislikes?
5. Are there people in your group who have had work experiences that you would like to know more about? Ask them.

SELF-APPRAISAL FOR THE JOB AHEAD

MY ACTIVITIES

CLUBS AND ORGANIZATIONS (include length of membership, record of participation, offices, etc.)

ORGANIZATION	Things I dislike about it	Things I like about it

SOCIAL LIFE

Activity	Things I dislike about it	Things I like about it

HOBBIES AND INTERESTS

Activity	Things I dislike about it	Things I like about it

QUESTIONS FOR DISCUSSION:

1. Do you see any pattern in your likes and dislikes?
2. Do you get any picture of the style of life you may prefer ten years from now?
3. How can an understanding of the likes and dislikes listed above help you in selecting your vocation?
4. Are there areas where you would like to be more involved or less involved? How might you go about adding to your experiences and activities?
5. Is there a specific action you might want to take to broaden your activity base? Can your group help? Would a Career Development Contract help?

SELF-APPRAISAL FOR THE JOB AHEAD

AN APPRAISAL OF MY ABILITIES

Listed below are several areas of ability. Consider each ability individually and check the degree you believe you possess.

Ability	Degree of Ability		
	Weak	Average	Strong
1. Physical			
a. Strength	____	____	____
b. Coordination	____	____	____
2. Manual (hand and finger dexterity)	____	____	____
3. Mechanical	____	____	____
4. Clerical (speed and accuracy with detail, numbers, names, etc.)	____	____	____
5. Executive (leadership)	____	____	____
6. Social (ability to get along with others)	____	____	____
7. Musical	____	____	____
8. Artistic	____	____	____
9. Mental	____	____	____
a. Verbal-meaning (ability to understand ideas expressed in words)	____	____	____
b. Spatial (ability to think about objects in two or three dimensions.	____	____	____
c. Reasoning (ability to solve problems logically)	____	____	____
d. Numerical (ability to work with numbers rapidly and accurately	____	____	____
e. Word-fluency (ability to write and talk easily)	____	____	____
f. Memory (ability to recall past experiences)	____	____	____

QUESTIONS FOR DISCUSSION:

1. Which do you see as your strongest areas? Your weakest?
2. How might this affect your choice of a vocation?
3. How closely do others agree with your appraisal of yourself? Where are others' appraisals of you most different from yours? Do you understand why?
4. Which abilities haven't you attempted to use?
5. Which abilities do you think are necessary for a vocation that interests you?
6. Would you like to try to improve in any of these abilities? If so write a Career Development Contract and ask the class or someone in the class to support your efforts.

SELF-APPRAISAL FOR THE JOB AHEAD

MY PERSONALITY

Using the symbols listed below, determine the degree of each quality that you now possess, would like to possess, and that someone else thinks you possess.

1. never or poor 2. seldom or fair 3. often or good 4. always or excellent

In the first column, write the number that best describes how you now see yourself.
In the second column, write the number that best describes your "ideal self", the degree to which you would like to possess each quality.
In the third column, have someone who knows you well describe the degree to which he sees you as possessing each quality.

	As I am now	As I would like to be	As others see me
A. APPEARANCE			
1. Health.....			
2. Posture.....			
3. Grooming.....			
4. Facial Expressions.			
B. MANNERS			
1. Concern for others.			
2. Observance of etiquette.....			
3. Social courtesies..			
C. EXPRESSIONS			
1. Voice quality.....			
2. Correctness of English usage.....			
3. Pronunciation.....			
4. Conversational ability.....			
D. PERSONAL TRAITS			
1. Alert.....			
2. Ambitious.....			
3. Annoying.....			
4. Calm.....			
5. Clever.....			
6. Competent.....			
7. Competitive.....			
8. Confident.....			
9. Considerate.....			
10. Cruel.....			
11. Dependable.....			
12. Efficient.....			
13. Fault finding.....			
14. Helpful.....			
15. Normal.....			
16. Reasonable.....			
17. Reckless.....			

18.	Responsible.....	_____	_____	_____
19.	Sarcastic.....	_____	_____	_____
20.	Sincere.....	_____	_____	_____
21.	Stubborn.....	_____	_____	_____
22.	Friendly.....	_____	_____	_____

Which additional words describing you or how you would like to be would you add to the above list? List them below.

GROUP DISCUSSION HANDOUT EO#2 - 1

Group Discussion:

1. Describe the kind of person you think you are.

2. How have your associates and parents contributed? How do they see you? What specific actions or statements can you share to support this?

3. How are you different now from when you were in elementary school?

4. Do you recall how starting school affected the way you felt about yourself?

5. How did you relate to your early playmates? Were you a leader? follower? peacemaker? bully?

6. If you have a job, how has that affected your self-concept?

7. Do you think you see yourself in the same way that others see you? Can you tell the group of a situation where your self-image was confirmed or contradicted by the others' view of you?

8. Have you ever been surprised to learn how others see you? Think of a situation where this occurred and tell the group about it.

Panel Discussion:

1. Choose one or more persons to represent your group in a panel discussion to be presented before the entire class.

2. Help these panel members to prepare for the discussion by sharing your views on these discussion questions: What are the main forces that create self-concept? Is it possible for self-concept to change?

NOVELS ON THE THEME OF SELF-IDENTITY

Green, Hanna, I Never Promised You A Rose Garden, Holt, 1964.
The story of a young girl who fought her way back from a schizophrenic condition is told in the novel. The heroine is sixteen-year-old Deborah Blau who has suffered a series of traumatic shocks. Starting with her entry in a mental hospital, the book traces her struggle back to sanity with the aid of an extremely able and understanding psychiatrist.

*Head, Ann, Mr. and Mrs. BoJo Jones, Putnam, 1967.
Life changes drastically for a high-school boy and girl who marry because of her pregnancy. A touchingly real story that deals in a realistic way with the problems that occur in their relationship, their identity changes, and their maturation.

Hesse, Herman, Demian, Bantam, 1965.
The story of Emil Sinclair's youth and his search for identity. The story dramatizes the dilemma of the marked man, the quasi-criminal hero.

*Hentoff, Nat, I'm Really Dragged But Nothing Gets Me Down, Simon and Schuster, 1968.
Jeremy Wolf, a high school senior, is beset by deeply conflicting responsibilities to himself, to his family, to his country. Can his country make him kill? Can his father make him "respectable?" At school, with friends, with girls, facing the draft, Jeremy is in the process of finding out who he is.

*Hinton, S., The Outsiders, Viking, 1967.
Out of the grief and despair comes some insight. In a small Oklahoma city, "the outsiders" are the tough lower class boys who have a running feud with a middle class gang. (Poneyboy an outsider) witnesses the murder of his pal. The two boys go to a hideaway, decide to give themselves up, stop to rescue some small children from a fire. Ponyboy's partner dies in the hospital. The series of tragic events brings about some new awareness of the meaning of life and relationships.

Knowles, John, A Separate Peace, Macmillan, 1960.
The story concerns two sixteen-year-old boys who are roommates at an eastern prep school - Gene, scholastically brilliant; Finney, a natural athlete and a natural person. Through an almost subconscious action Gene cripples Finney, and in the aftermath they come to understand each other and themselves.

Salinger, J. D., The Catcher in the Rye, Little, 1951.
The hero-narrator is an ancient child of 16, a native New Yorker named Holden Caulfield. Through circumstances that tend to preclude adult second-hand description, he leaves prep school (by request) and goes underground in New York City for three days.

*Stolz, Mary (Slattery), Second Nature, Harper, 1958.
Anne Rumson, overly wise and intuitive for her 17 years decides to write a book about her friends. In so doing, she presents a sensitive, highly introspective portrait of herself, her relationships with her friends and relatives, reactions to adult books she has read, her philosophy of life and love.

Pages 38-44 have been removed because they are copyrighted. They contained "Queen" from Winesburg, Ohio by Sherwood Anderson. The Viking Press, Inc.

DISCUSSION QUESTIONS
"Queer" by Sherwood Anderson

1. How did Elmer think that people in the town felt about him? Give examples to support your opinion. Was his perception accurate?

2. Was Elmer's father suited to his vocation as a merchant? Explain. Would Elmer have done a better job of managing the store?

3. Point out specific situations where Elmer assumed that others were seeing, thinking about, talking about, judging him when they actually were not.

4. The encounter with George Willard emphasized Elmer's faulty perception. Name specific instances where Elmer was wrong in his assumptions about George. What do you think were the real barriers to Elmer's forming a friendship with George?

5. Why was Elmer able to talk to Mook?

6. How realistic was Elmer's plan to go to Cleveland and start life again?

7. What messages, morals, themes does the story have for us?

8. If you were to give Elmer one piece of advice, what would it be?

9. Have you ever had an experience where your own perception of how <u>someone saw you</u> was incorrect? Of how <u>someone else thought you saw him</u> was incorrect? You may wish to share it with the class.

10. In what way might self-perception affect career choice and success?

Suggested journal assignments - write on one of these topics:

Me, as I see myself

Me, as I think others (or one particular person) see me.

Me, as I would like to be perceived by others

Do others see me as I see myself?

Not all inner struggles involve significant, far-reaching, dramatic choices between good and evil. More often the quiet plane of our lives is daily rippled by almost countless little nonmoral inner struggles. Should I get up five minutes early this morning? Should I go to the show or to the ball game? Why don't I do my homework before I watch television? In the following story George Stoyonovich discovers that such little struggles can grow until suddenly they threaten to affect one's very being and shape one's whole future.

A SUMMER'S READING*

by Bernard Malamud

George Stoyonovich was a neighborhood boy who had quit high school on an impulse when he was sixteen, run out of patience, and though he was ashamed everytime he went looking for a job, when people asked him if he has finished and he had to say no, he never went back to school. This summer was a hard time for jobs and he had none. Having so much time on his hands, George thought of going to summer school, but the kids in his classes would be too young. He also considered registering in a night high school, only he didn't like the idea of the teachers always telling him what to do. He felt they had not respected him. The result was he stayed off the streets and in his room most of the day. He was close to twenty and had needs with the neighborhood girls, but no money to spend, and he couldn't get more than an occasional few cents because his father was poor, and his sister Sophie, who resembled George, a tall bony girl of twenty-three, earned very little and what she had she kept for herself. Their mother was dead, and Sophie had to take care of the house.

Very early in the morning George's father got up to go to work in a fish market. Sophie left about eight for her long ride in the subway to a cafeteria in the Bronx. George had his coffee by himself, then hung around in the house. When the house, a five-room railroad flat above a butcher store, got on his nerves he cleaned it up - mopped the floors with a wet mop and put things away. But most of the time he sat in his room. In the afternoons he listened to the ball game. Otherwise he had a couple of old copies of the World Almanac he had bought long ago, and he liked to read in them and also the magazines and newspapers that Sophie brought home, that had been left on the tables in the cafeteria. They were mostly picture magazines about movie stars and sports figures, also usually the News and Mirror. Sophie herself read whatever fell into her hands, although she sometimes read good books.

She once asked George what he did in his room all day and he said he read a lot too.

"Of what besides what I bring home? Do you ever read any worthwhile books?"

---

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"Sure," George answered, although he really didn't. He had tried to read a book or two that Sophie had in the house but found he was in no mood for them. Lately he couldn't stand made-up stories, they got on his nerves. He wished he had some hobby to work at - as a kid he was good in carpentry but where could he work at it? Sometimes during the day he went for walks, but mostly he did his walking after the hot sun had gone down and it was cooler in the streets.

In the evening after supper George left the house and wandered in the neighborhood. During the sultry days some of the storekeepers and their wives sat in chairs on the thick, broken sidewalks in front of their shops, fanning themselves, and George walked past them and the guys hanging out on the candy store corner. A couple of them he had known his whole life, but nobody recognized each other. He had no place special to go, but generally, saving it till the last, he left the neighborhood and walked for blocks till he came to a darkly lit little park with benches and trees and an iron railing, giving it a feeling of privacy. He sat on a bench there, watching the leafy trees and the flowers blooming on the inside of the railing, thinking of a better life for himself. He thought of the jobs he had had since he had quit school - delivery boy, stock clerk, runner, lately working in a factory - and he was dissatisfied with all of them. He felt he would someday like to have a good job and live in a private house with a porch, on a street with trees. He wanted to have some dough in his pocket to buy things with, and a girl to go with, so as not to be so lonely, especially on Saturday nights. He wanted people to like and respect him. He thought about these things often but mostly when he was alone at night. Around midnight he got up and drifted back to his hot and stony neighborhood.

One time while on his walk George met Mr. Cattanzara coming home very late from work. He wondered if he was drunk but then could tell he wasn't. Mr. Cattanzara, a stocky, bald-headed man who worked in a change booth on an IRT station, lived on the next block after George's, above a shoe repair store. Nights, during the hot weather, he sat on his stoop in an undershirt, reading the New York Times in the light of the shoemaker's window. He read it from the first page to the last, then went up to sleep. And all the time he was reading the paper, his wife, a fat woman with a white face, leaned out of the window, gazing into the street, her thick white arms folded under her loose breast, on the window ledge.

Once in a while Mr. Cattanzara came home drunk, but it was a quiet drunk. He never made any trouble, only walked stiffly up the street and slowly climbed the stairs into the hall. Though drunk, he looked the same as always, except for his tight walk, the quietness and that his eyes were wet. George liked Mr. Cattanzara because he remembered him giving him nickels to buy lemon ice with when he was a squirt. Mr. Cattanzara was a different type than those in the neighborhood. He asked different questions than the others when he met you, and he seemed to know what went on in all the newspapers. He read them, as his fat sick wife watched from the window.

"What are you doing with yourself this summer, George?" Mr. Cattanzara asked. "I see you walkin' around at nights.

George felt embarrassed, "I like to walk."

"What are you doin' in the day now?"

'Nothing much just right now. I'm waiting for a job." Since it shamed him to admit he wasn't working, George said, "I'm staying home -- but I'm reading a lot to pick up my education.

Mr. Cattanzara looked interested. He mopped his hot face with a red handkerchief.

"What are you readin'?"

George hesitated, then said, "I got a list of books in the library once, and now I'm gonna read them this summer." He felt strange and little unhappy saying this, but he wanted Mr. Cattanzara to respect him.

"How many books are there on it?"

"I never counted them. Maybe around a hundred."

Mr. Cattanzara whistled through his teeth.

"I figure if I did that," George went on earnestly, "it would help me in my education. I don't mean the kind they give you in high school. I want to know different things than they learn there, if you know what I mean."

The change maker nodded. "Still and all, one hundred books is a pretty big load for one summer."

"It might take longer."

"After you're finished with some, maybe you and I can shoot the breeze about them?" said Mr. Cattanzara.

"When I'm finished," George answered.

Mr. Cattanzara went home and George continued on his walk. After that, though he had the urge to, George did nothing different from usual. He still took his walks at night, ending up in the little park. But one evening the shoemaker on the next block stopped George to say he was a good boy, and George figured that Mr. Cattanzara had told him all about the books he was reading. From the shoemaker it must have gone down the street, because George saw a couple of people smiling kindly at him, though nobody spoke to him personally. He felt a little better around the neighborhood and liked it more, though not so much he would want to live in it forever. He had never liked them very much either. It was the fault of the neighborhood. To his surprise, George found out that his father and Sophie knew about his reading too. His father was too shy to say anything about it -- he was never much of a talker in his whole life -- but Sophie was softer to George, and she showed him in other ways she was proud of him.

As the summer went on George felt in a good mood about things. He cleaned the house every day, as a favor to Sophie, and he enjoyed the ball games more. Sophie gave him a buck a week allowance, and though it still wasn't enough and he had to use it carefully, it was a helluva lot better than just having two bits now and then. What he bought with the money -- cigarettes mostly, an occasional beer or movie ticket -- he got a big kick

out of. Life wasn't so bad if you knew how to appreciate it. Occasionally he bought a paperback book from the news-stand, but he never got around to reading it, though he was glad to have a couple of books in his room. But he read thoroughly Sophie's magazines and newspapers. And at night was the most enjoyable time, because when he passed the storekeepers sitting outside their stores, he could tell they regarded him highly. He walked erect, and though he did not say much to them, or they to him, he could feel approval on all sides. A couple of nights he felt so good that he skipped the park at the end of the evening. He just wandered in the neighborhood, where people had known him from the time he was a kid playing punchball whenever there was a game of it going; he wandered there, then came home and got undressed for bed, feeling fine.

For a few weeks he had talked only once with Mr. Cattanzara, and though the change maker had said nothing more about the books, asked no questions, his silence made George a little uneasy. For a while George didn't pass in front of Mr. Cattanzara's house anymore, until one night, forgetting himself, he approached it from a different direction than he usually did when he did. It was already past midnight. The street, except for one or two people, was deserted, and George was surprised when he saw Mr. Cattanzara still reading his newspaper by the light of the street lamp overhead. His impulse was to stop at the stoop and talk to him. He wasn't sure what he wanted to say, though he felt the words would come when he began to talk; but the more he thought about it, the more the idea scared him, and he decided he'd better not. He even considered beating it home by another street, but he was too near Mr. Cattanzara, and the change maker might see him as he ran, and get annoyed. So George unobtrusively crossed the street, trying to make it seem as if he had to look in a store window on the other side, which he did, and then went on, uncomfortable at what he was doing. He feared Mr. Cattanzara would glance up from his paper and call him a dirty rat for walking on the other side of the street, but all he did was sit there, sweating through his undershirt, his bald head shining in the dim light as he read his Times, and upstairs his fat wife leaned out of the window, seeming to read the paper along with him. George thought she would spy him and yell out to Mr. Cattanzara, but she never moved her eyes off her husband.

George made up his mind to stay away from the change maker until he had got some of his softback books read, but when he started them and saw they were mostly story books, he lost his interest and didn't bother to finish them. He lost his interest in reading other things too. Sophie's magazines and newspapers went unread. She saw them piling up on a chair in his room and asked why he was no longer looking at them, and George told her it was because of all the other reading he had to do. Sophie said she had guessed that was it. So for most of the day, George had the radio on, turning to music when he was sick of the human voice. He kept the house fairly neat, and Sophie said nothing on the days when he neglected it. She was still kind and gave him his extra buck, though things weren't so good for him as they had been before.

But they were good enough, considering. Also his night walks invariably picked him up, no matter how bad the day was. Then one night George saw Mr. Cattanzara coming down the street toward him. George was about to turn and run but he recognized from Mr. Cattanzara's walk that he was drunk, and

if so, probably he would not even bother to notice him. So George kept on walking straight ahead until he came abreast of Mr. Cattanzara and though he felt wound up enough to pop into the sky, he was not surprised when Mr. Cattanzara passed without a word, walking slowly, his face and body stiff. George drew a breath in relief at his narrow escape, when he heard his name called, and there stood Mr. Cattanzara at his elbow, smelling like the inside of a beer barrel. His eyes were sad as he gazed at George; and George felt so intensely uncomfortable he was tempted to shove the drunk aside and continue on his walk.

But he couldn't act that way to him, and, besides, Mr. Cattanzara took a nickel out of his pants pocket and handed it to him.

"Go buy yourself a lemon ice, Georgie."

"It's not that time anymore, Mr. Cattanzara," George said, "I am a big guy now."

"No, you ain't," said Mr. Cattanzara, to which George made no reply he could think of.

"How are all your books comin' along now?" Mr. Cattanzara asked. Though he tried to stand steady, he swayed a little.

"Fine, I guess," said George, feeling the red crawling up his face.

"You ain't sure?" The change maker smiled slyly, a way George had never seen him smile.

"Sure I'm sure. They're fine."

Though his head swayed in little arcs, Mr. Cattanzara's eyes were steady. He had small blue eyes which could hurt if you looked at them too long.

"George," he said, "name me one book on that list that you read this summer, and I will drink to your health."

"I don't want anybody drinking to me."

"Name me one so I can ask you a question on it. Who can tell, if it's a good book maybe I might wanna read it myself."

George knew he looked passable on the outside, but inside he was crumbling apart.

Unable to reply, he shut his eyes, but when -- years later -- he opened them, he saw that Mr. Cattanzara had, out of pity, gone away, but in his ears he still heard the words he had said when he left: "George, don't do what I did."

The next night he was afraid to leave his room, and though Sophie argued with him he wouldn't open the door.

"What are you doing in there?" she asked.

"Nothing."

"Aren't you reading?"

"No."

She was silent a minute, then asked, "Where do you keep the books you read? I never see any in your room outside of a few cheap trashy ones."

He wouldn't tell her.

"In that case you're not worth a buck of my hard-earned money. Why should I break my back for you? Go on out, you bum, and get a job."

He stayed in his room for almost a week, except to sneak into the kitchen when nobody was home. Sophie railed at him, then begged him to come out, and his old father wept, but George wouldn't budge, though the weather was terrible and his small room stifling. He found it very hard to breathe, each breath was like drawing a flame into his lungs.

One night, unable to stand the heat anymore, he burst into the street at one A.M., a shadow of himself. He hoped to sneak to the park without being seen, but there were people all over the block, wilted and listless, waiting for a breeze. George lowered his eyes and walked, in disgrace, away from them, but before long he discovered they were still friendly to him. He figured Mr. Cattanzara hadn't told on him. Maybe when he woke up out of his drunk the next morning, he had forgotten all about meeting George. George felt his confidence slowly come back to him.

That same night a man on a street corner asked him if it was true that he had finished reading so many books, and George admitted he had. The man said it was a wonderful thing for a boy his age to read so much.

"Yeah," George said, but he felt relieved. He hoped nobody would mention the books anymore, and when, after a couple of days, he accidentally met Mr. Cattanzara again, he didn't though George had the idea he was the one who had started the rumor that he had finished all the books.

One evening in the Fall, George ran out of his house to the library, where he hadn't been in years. There were books all over the place, wherever he looked, and though he was struggling to control an inward trembling, he easily counted off a hundred, then sat down at a table to read.

Discussion Questions

1. Examine the following assumptions and discuss them in the light of this selection and of your own experience.
   a. The chief factor standing in the way of George's self-realization is his unwholesome environment.
   b. The chief factor causing George to move toward self-realization is his need for love and respect.

c. If George had managed to get a job, his conscience would have stopped bothering him.
d. In order to succeed in life men need to have models of success to stimulate them.
e. To develop oneself fully, one must have an education.
f. Before one can have any real success in life, he must accept as his duty the principle that a man is obliged to strive for excellence.

2. What are the forces that move George in a positive direction and what are those that influence him negatively? What forces within George might be listed on the one side or on the other? Do the inner or the outer forces seem to be the more powerful? Does the conflict seem to be evenly or unevenly balanced?

STICK - FIGURE PERSONALITIES

THE JOHARI WINDOW AND SELF-AWARENESS*

There are some things we know about ourselves and some that we don't know. There are some things that others know about us and some that they don't know. For you and any particular other person this can be represented by the following diagram known as the Johari Window. (Joe and Harry are the names of the two guys who thought up this diagram.)

	Known to Self	Not Known to Self
Known to Others	Common Knowledge	My blind spots that my best friends have not told me about
Known to Self	My secrets and things I haven't yet had a chance to tell.	My hidden potential of things that I never dreamed I could do or be

As you develop a helping relationship with another person - a relationship where each of you helps the other to grow - the "blind spot" and "secret" areas become smaller as more information about each becomes common knowledge.

	Known to Self	Not Known to Self
Known to Others	Common Knowledge	blind spots
Known to Self	My secrets and things I haven't yet had a chance to tell.	hidden potential

It is not meant to be implied here that a person should be completely or indiscriminately open. There are things about each of us that aren't relevant to the helping relationships we have with others. As those things that are relevant are shared, and as they are found to be helpful, a trust develops that allows us to explore and discover new abilities in our area of hidden potential.

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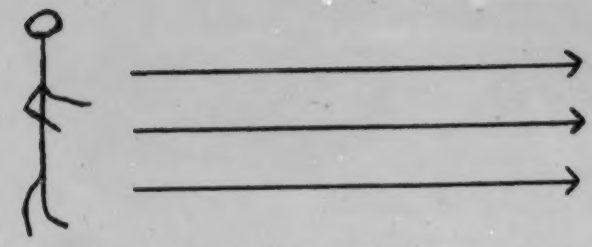
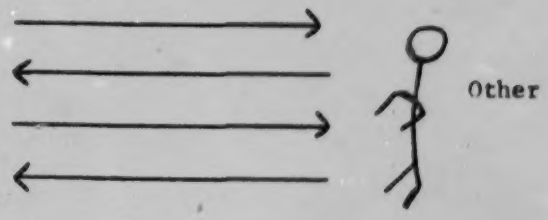
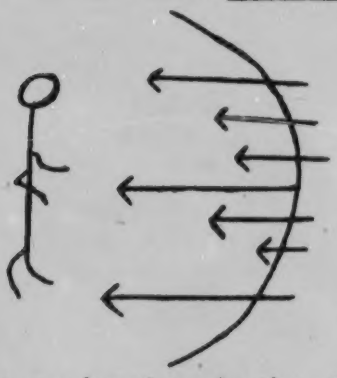
WHAT IS FEEDBACK?



Our behavior constantly sends messages to others.

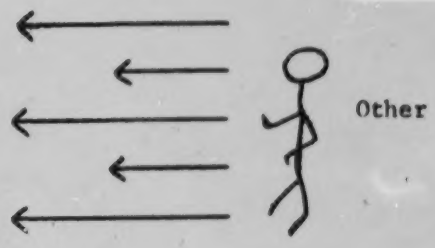
When the other shares his reaction to our behavior this is called <u>feedback</u>.





There are barriers in each of us which allow us to receive some of this feedback from others, but which screens some of it out.

There are barriers in the other which allow him to share some of his reactions but cause him to hold back on others.



The range of operating efficiently and productively in many areas of life is seriously hampered if we never have a chance to become aware of the kinds of messages we send and their impact on others. Most of us are quite capable of improving our styles of interpersonal communication and becoming much more effective as people when we really become aware of our impact on others. Feedback is a way of giving help; it is a corrective mechanism for the person who wants to know how well his behavior matches his intention.

Before giving and receiving feedback, it is useful to think about destructive versus constructive feedback. Feedback is destructive when it is given only to hurt or to express hostility without any goal of improving the communication between people. It may be also destructive when only derogatory or extremely critical statements are given without any balance of positive evaluation.

GIVING USEFUL FEEDBACK

Feedback is useful to a person when:

1. It describes what he is doing rather than placing a value on it.

   Example: "When you yell at me it makes me feel like not talking to you anymore," rather than, "It's awful of you to yell at me."

   "When you ignored what I said I was hurt," rather than, "You never do anything but monopolize a conversation."

2. It is specific rather than general.

   Example: "When you laughed at my suggestion, I was embarrassed," rather than, "You always make fun of people."

   "Just now when we were making a decision, you did not listen to what others said, and I felt forced to accept your arguments or face attack from you," rather than, "You are a dominating group member."

3. It is directed toward behavior which the receiver can do something about. Frustration is only increased when a person is reminded of some shortcoming over which he has no control.

4. It is asked for, rather than imposed. Feedback is most useful when the receiver has formulated the kind of question that those observing him can answer.

   Example: "Will you tell me when you feel that I am dominating?"

   "I want to know about it when something I say makes anyone feel 'put down'."

5. It is checked to insure clear communication.

   Example: "What I think you mean is . . . . . Is that correct?"

FEEDBACK TASK FOR GROUP

Giving Feedback

Your group should divide into triads (groups of three). Each triad should have paper and pencil and go to separate corners of the room. Each triad should then list all of the members of the group on the paper. The task for the triad is to discuss each member of the entire group (except yourselves) in terms of what would be the most useful positive and negative feedback statements to give each member. You will probably find considerable disagreement in your triads about your reactions to various members. You must develop positive and negative feedback statements that include the reactions of everyone in your triad. The triad should think about how to state the feedback so it will be clear, direct, and useful to the recipient. Each triad should complete two statements for each member.

Example:

The most negative behavior that Member A exhibits in this group is _____

The most valuable behavior that Member A exhibits in this group is _____

At the end of twenty minutes the group will reform and each triad will give each member of the total group their joint feedback verbally. The group member receiving feedback is then encouraged to react to the information he has received from the group.

After the feedback report of each triad to the entire group is completed, the group should spend time comparing reports of different triads.

Were the feedback reports of each triad to the entire group similar or quite different? Why or why not? Were some triads more critical? Why? Were some reports more useful? Why or why not?

Receiving Feedback

Learning to give constructive feedback to others is only one part of the process. Learning how to receive feedback from others is equally important. Two extreme reactions to receiving feedback are (1) to ignore the feedback and devalue it as being unimportant, [illegible] or useless, or (2) to pay too much attention to all feedback and try to change in accordance with all feedback received. Neither reaction is constructive. It is important to learn to deliberately weigh feedback from others in terms of the motivation of the sender, the correctness of the sender's perceptions, and the appropriateness of the behavior when it occurred. While people constantly have the most difficulty with critical feedback, it is important not to underreact to positive feedback also.

The group members should return to triads and discuss how the members of the triad felt about the feedback they received. (1) Discuss the feelings about the feedback. Were you hurt, did you feel attacked, pleased, or what? (2) How might such impressions affect your success in a vocation? (3) Are there ways of changing your behavior which would be appropriate or possibly related to the feedback received? (4) Is there a behavior you would like to work on by forming a Career Development Contract? Members of the triad should help each other to evaluate and use (or ignore) feedback.

"Stop action" is the technique of interrupting work on a task in order to examine the way we are working.

It is a simple corrective for our tendency to become so absorbed in what we are doing that we fail to notice -- and learn from -- how we are doing it.

Stop action helps students learn to be more effective group members and group leaders. It can increase group creativity (whether it is used in a science or social studies project or in planning a class outing) and it can add to the learning and satisfaction gained from the experience.

To introduce stop action, ask groups of students to create an original graphic symbol for a real or imaginary organization. The teacher or a committee of students should choose in advance the subject to be symbolized. The school, the class, a real club, or an imaginary "Teen-ager's Society" are all good subjects. The exercise can also be linked to a curriculum area by choosing a subject, such as a political party, a nation, a city, a profession, or the advocates of a particular school or thought in art or literature.

For the exercise itself, follow these easy steps:

1. Divide the class into groups of five or six, and give each group a poster-size sheet of newsprint or wrapping paper and a few crayons or colored chalks.

2. Announce that the groups will have 15 minutes to create a pictorial symbol of the chosen subject. Showing a few examples of symbols on flags, seals, and coats of arms should be enough to get them started.

3. When 10 minutes have passed, stop the groups and tell them to take five minutes to analyze how they have been working. To guide the discussion, direct their attention to the following questions, which can be written on the chalkboard or on slips of paper prepared in advance: (a) Is everyone in the group participating? (b) Whose ideas are being carried out? (c) Have any ideas been passed over or rejected? Why? (d) How are things being decided?

4. When the five minutes of analysis are over, tell the groups to take five minutes more to complete the project.

5. Then, stop the action and have the groups discuss the same questions again for five minutes.

6. After posting the symbols around the room, bring the entire class together and have each group explain its symbol and the way they worked to create it.

7. After all groups have reported, hold a general discussion on "looking at how we work together." Questions such as these will help get the discussion started: "Were you influenced during the second work period because you had stopped to consider how you were working? In what way?" "How might your group have improved the way it worked?"

In the discussion, all points of view should be accepted as valid in order to demonstrate that every person experiences events differently. If time permits, each student can jot down a number representing his degree of satisfaction with the way his group worked -- for example, 1 for not at all, 2 for very little, 3 for more satisfied than not, and 4 for very much. The results can be quickly tabulated and introduced into the discussion with questions like "Does this degree of satisfaction seem adequate?" and "What are some reasons people were not satisfied and what can we do about these in the future?"

Stop action can be useful in any number of situations. Here are a few general applications:

In committee work, with questions such as "What's helping us do our job?" "What's holding us up?"

During class discussion, with questions like "Does everyone have a chance to contribute?" and "What would make the discussion better?"

At formal meetings, with questions like "How are we reaching our decisions?" and "Do we know how the various members feel about the meeting?"

References:

Bradford, Leland P., editor. Selected Readings Series One: Group Development. Washington, D.C.: National Training Laboratories, NEA, 1961, "How to Diagnose Group Problems, pp. 37-50.

Lippitt, Gordon L., and Whitfield, Edith. The Leader Looks at Group Effectiveness. Washington, D.C.: Leadership Resources, Inc., 1961.

Nylon, Donald, Mitchell, J. Robert and Stoul, Anthony. Handbook of Staff Development and Human Relations Training: Materials Developed for Use in Africa. Revised edition. Washington, D.C.: National Training Laboratories Institute for Applied Behavioral Science, associated with the NEA, 1967. "Staff Performance and Group Growth," pp. 88-96.

I do my thing, and you do your thing.
I am not in this world to live up to your expectations
And you are not in this world to live up to mine.
You are you and I am I,
And if by chance we find each other, it's beautiful.
If not, it can't be helped.

Fritz Perls

From: Thoughtful Enterprises
775 South Madison
Pasadena, California 91106

A SELF-CONCEPT COLLAGE

Phase I: Making a Collage

Using a large piece of heavy paper or cardboard, a stack of old magazines, crayons, marking pencil, scissors and paints, build a collage of colors, pictures, words, objects, that symbolize you. Try to express yourself; your values, needs, ambitions, fears, relationships, interests, hobbies, feelings, etc. No one in the group should see the collage until the teacher gives it to the group to discuss, so when you have it ready, give it immediately to the teacher.

Phase II: Guessing which collage belongs to which person

A. It is absolutely important that no one in the group knows who made which collage -- even after you have tried to guess which collage belongs to which person.

B. The collages are circulated around the group, then held up one at a time. As each collage is held up, group members volunteer who they think the collage belongs to and why. The "feedback" will have value to the person only as long as it is as specific as possible. Give as many reasons as you can why you think a particular collage belongs to a certain person. The more discussion of each collage that occurs, the more each group member is learning of how others see him.

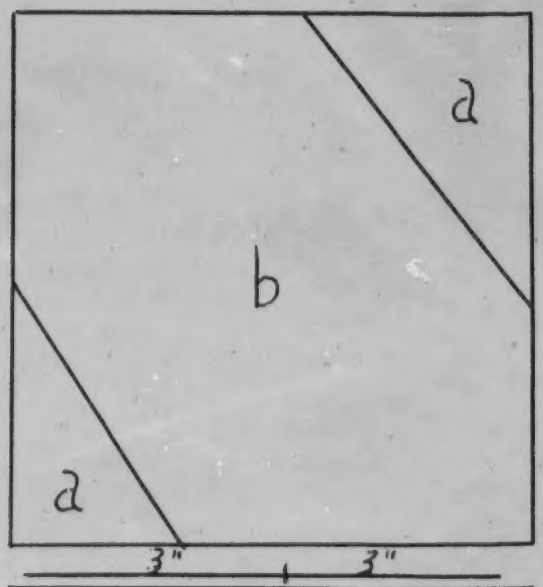
Phase III: Self-Disclosure

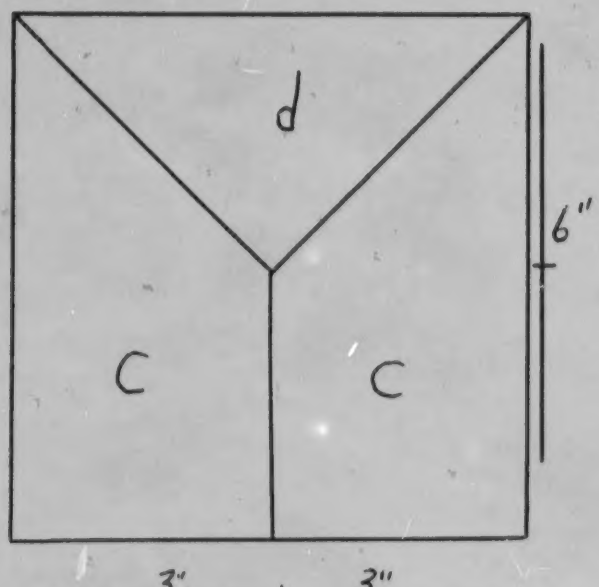
After all of the collages have been discussed in detail by the group, the persons who made the collages tell the group the meaning their collage has for them. (When you discuss your collage you are revealing things which others may not know about you. How much you want to disclose depends entirely on you.)

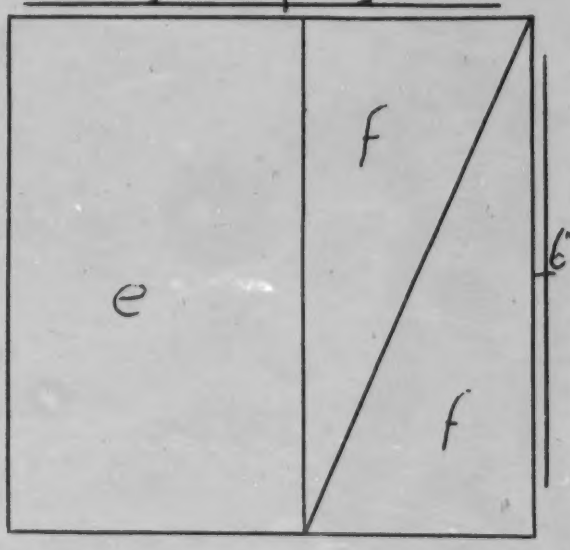
Phase IV: Summarizing

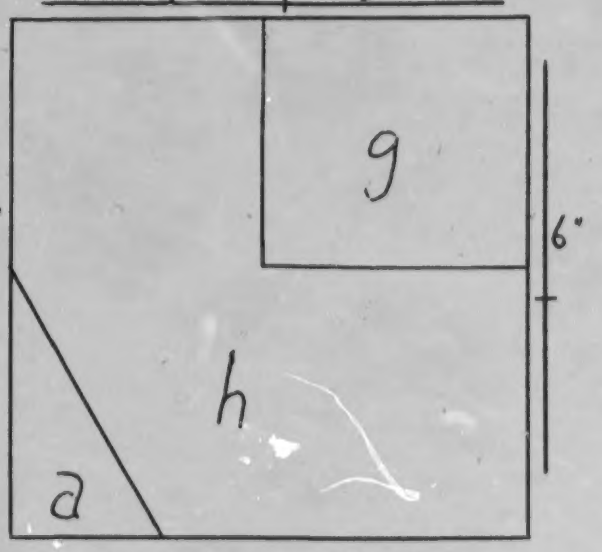
Ask yourself what you have learned about others and what you have learned about yourself. You may want to ask questions about some of the things that have been said.

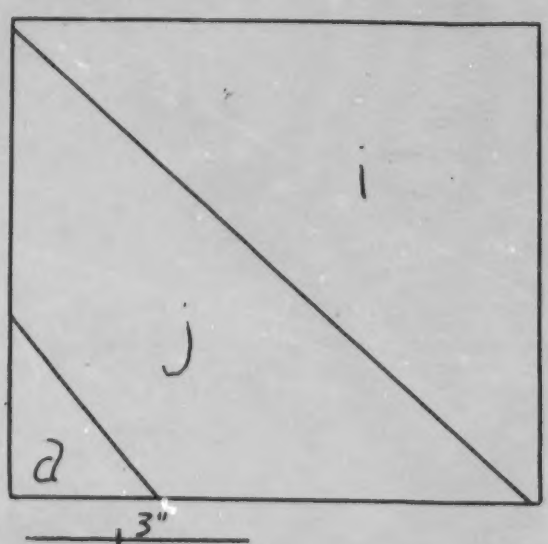
COOPERATION SQUARES











By using multiples of 3 inches, several combinations will form one or two squares. Only one combination will form five 6" x 6" squares. Cut each square into the parts a through j and lightly pencil in the letters. Then mark the envelopes A through E and distribute the pieces thus: Envelope A, pieces i, h, e; B, pieces a, a, a, c; C, pieces a, j; D, pieces d, f; and E, pieces g, b, f, c.

Erase the small letters from the pieces and write instead the envelope letters A through E, so that the pieces can be easily returned for reuse.

"Sixteen in Webster Groves"

Carousel Films 3&W 47 min. order # 8S-0096

Explored in this film are the attitudes of 16 year olds growing up in an affluent suburban community. Taking its clues from answers supplied by the young people themselves, it deals with attitudes toward parents, school, marriage, and their futures. It depicts the tensions under which youth are growing. "The children of abundance, privilege, the good life in America," it would seem, want more than anything else to maintain their cozy status. The film concludes that there is a high level of conformity to parental values and parental expectations.

Order through University of Minnesota A.V. Extension Dept., 2037 University Avenue.

Discussion Questions

1. Examine values held by teens and parents. What seemed most important? Do you have some of the same values? Discuss.
2. Examine career plans and life plans expressed by teens. How do you think they arrived at their particular plans?
3. Were any areas of "self" being overlooked by either parents or students? Discuss.
4. Could you identify with any of the teens in Webster Groves? In what ways? In what ways are you different?
5. Do you disagree with any of the ideas expressed? Explain.

"That's Me"

Contemporary McGraw Hill Films B&W 15 min. Code: 407478

"A superb short...a captivating comedy...and biting social satire...about a young Puerto Rican and the social worker who tries to get him on the ball and adjusted to life in New York City...It's a perfect example of simple and excellent movie making..." Judith Crist, NEW YORK HERALD TRIBUNE

The film may be rented from the office near you. To purchase, order from the Eastern Office.

Eastern Office	Midwest Office	Western Office
330 West 42nd St.	828 Custer Street	1211 Polk Street
New York, N.Y. 10036	Evanston, Ill. 60202	San Francisco,
phone 197-6681	phone 869-6010	California 94109
		phone 775-6040

Discussion Questions

1. What values did the social worker express?
2. What did the Puerto Rican value?
3. At the end of the film, whose value system seemed more realistic and appealing? Why?
4. Could you live with the Puerto Rican's value system? Would you want to? What seems important to you that does not seem important to him?
5. Compare the values expressed in "That's Me" with the values expressed in "Sixteen in Webster Groves."
6. Which set of values do you think are most like yours? Can you explain why?

VALUES AND NEEDS THAT ARE IMPORTANT TO YOU

How important to you is .....

JUSTICE: The quality of being impartial or fair; righteousness; conformity to truth, fact, or reason; to treat others fairly or adequately.

(Circle one of the following)

Not important	X
Moderately important	X
Quite important	X
Extremely important	X

ALTRUISM: Regard for or devotion to the interest of others.

Not important	X
Moderately important	X
Quite important	X
Extremely important	X

RECOGNITION: Being made to feel significant and important; being given special notice or attention.

Not important	X
Moderately important	X
Quite important	X
Extremely important	X

PLEASURE: The agreeable emotion accompanying the possession or expectation of what is good or greatly desired. "Pleasure" stresses satisfaction or gratification rather than visible happiness; a state of gratification.

Not important	X
Moderately important	X
Quite important	X
Extremely important	X

WISDOM: The ability to discern inner qualities and relationships; insight, good sense, judgment.

Not important	X
Moderately important	X
Quite important	X
Extremely important	X

HONESTY: Fairness or straight forwardness of conduct; integrity; uprightness of character or action.

Not important	X
Moderately important	X
Quite important	X
Extremely important	X

ACHIEVEMENT: Accomplishment; a result brought about by resolve, persistence, or endeavor. The word "achieve" is defined as: "to bring to a successful conclusion; accomplishment; to attain a desired end or aim."

Not important	X
Moderately important	X
Quite important	X
Extremely important	X

AUTONOMY: The ability to be a self-determining individual.

Not important	X
Moderately important	X
Quite important	X
Extremely important	X

WEALTH: Abundance of valuable material possessions or resources; affluence.

Not important	X
Moderately important	X
Quite important	X
Extremely important	X

POWER: Possession of control, authority or influence over others.

Not important	X
Moderately important	X
Quite important	X
Extremely important	X

LOVE: Affection based on admiration or benevolence: warm attachment enthusiasm, or devotion; unselfish devotion that freely accepts another in loyalty and seeks his good.

Not important	X
Moderately important	X
Quite important	X
Extremely important	X

AESTHETICS: The appreciation and enjoyment of beauty for beauty's sake.

Not important	X
Moderately important	X
Quite important	X
Extremely important	X

PHYSICAL APPEARANCE: Concern for the beauty of one's own body.

Not important	X
Moderately important	X
Quite important	X
Extremely important	X

HEALTH: The condition of being sound in body; freedom from physical disease or pain; the general condition of the body; well-being

Not important	X
Moderately important	X
Quite important	X
Extremely important	X

SKILL: The ability to use one's knowledge effectively and readily in execution or performance; technical expertise.

Not important	X
Moderately important	X
Quite important	X
Extremely important	X

EMOTIONAL WELL-BEING: Freedom from overwhelming anxieties and barriers to effective functioning; a peace of mind; inner security.

Not important	X
Moderately important	X
Quite important	X
Extremely important	X

KNOWLEDGE: The seeking of truth, information, or principles for the satisfaction of curiosity, for use, or for the power of knowing.

Not important	X
Moderately important	X
Quite important	X
Extremely important	X

MORALITY: The belief in and keeping of ethical standards

Not important	X
Moderately important	X
Quite important	X
Extremely important	X

RELIGIOUS FAITH: Communion with, obedience to and activity in behalf of a Supreme Being.

Not important	X
Moderately important	X
Quite important	X
Extremely important	X

LOYALTY: Maintaining allegiance to a person, group, institution, or political entity.

Not important	X
Moderately important	X
Quite important	X
Extremely important	X

ITEMS TO BE AUCTIONED	AMOUNT BUDGETED	HIGHEST AMOUNT BID	WON?
A chance to rid the world of prejudice			
A chance to serve the sick and needy			
A chance to become a famous figure (Movie star, baseball hero, astronaut, etc.)			
A proposal that will triple your company's earnings this year.			
A year of daily massage and the world's finest cuisine from the world's best chef.			
A chance to know the meaning of life.			
A vaccine to make all persons incapable of graft or lying.			
A chance to get your own working conditions.			
To be the richest person in the world.			
The Presidency			
The perfect love affair			
A house overlooking the most beautiful view in the world, in which you may keep for one year 40 of your favorite works of art.			
A chance to be the most attractive person in the world			
A chance to live to 100 with no illness			
Free psychoanalysis with a genius analyst			

ITEMS TO BE AUCTIONED (cont.)	AMOUNT BUDGETED	HIGHEST AMOUNT BID	WON?
A complete facsimile of the New York Public Library for your private use	_____	_____	____
An audience with the leader of your faith	_____	_____	____
A chance to rid the world of unfairness	_____	_____	____
A chance to donate $1 million to your favorite charity	_____	_____	____
A chance to be voted Outstanding Person of the Year and praise in every newspaper in the world	_____	_____	____
A chance to master the profession of your choice	_____	_____	____
A year with nothing to do but enjoy yourself, with all needs and desires automatically met	_____	_____	____
A chance to be the wisest person in the world, and to make only right decisions for one year	_____	_____	____
A chance to sneak "authenticity serum" into every water supply in the world	_____	_____	____
A chance to do your own thing without hassling	_____	_____	____
A room full of pennies	_____	_____	____
A chance to control the destinies of 500,000 people	_____	_____	____
The love and admiration of the whole world	_____	_____	____
Unlimited travel and tickets to attend any concert, play, opera or ballet for one year.	_____	_____	____
A Total Make-Over: new hair-style, all new wardrobe from the designer of your choice, two weeks at a beauty spa such as Main Chance	_____	_____	____

ITEMS TO BE AUCTIONED (cont.)	AMOUNT BUDGETED	HIGHEST AMOUNT BID	WON?
Membership in a great health club	_____	_____	____
Anti Hangup pill	_____	_____	____
Your own omniscient computer, for any and all facts you might need	_____	_____	____
Chance to spend six months with the greatest religious figure of your faith, past or present	_____	_____	____

KEY: THE AUCTION TECHNIQUE

After the auction is completed, the leader may identify the values embodied in the items auctioned.

They are, as follows:

1 & 18 - justice

2 & 19 - altruism

3 & 20 - recognition

4 & 21 - achievement

5 & 22 - pleasure

6 & 23 - wisdom

7 & 24 - honesty

8 & 25 - autonomy

9 & 26 - economic

10 & 27 - power

11 & 28 - love

12 & 29 - aesthetic

13 & 30 - physical attractiveness

14 & 31 - physical well-being

15 & 32 - emotional well-being

16 & 33 - knowledge

17 & 34 - religious

SENTENCE COMPLETION

Directions: Fill in the blank at the end of the sentence with the first thought that enters your mind. DO NOT put your name on this sheet.

1. If I were in charge_____

_____

2. When I am told to do something_____

_____

3. At work, I get along best with_____

_____

4. People who work with me usually_____

_____

5. Those I work with_____

_____

6. When I get mad I usually_____

_____

7. When I see the boss coming_____

_____

8. I like working with people who_____

_____

9. Compared with others, I_____

_____

10. In giving orders to others I_____

_____

11. I can work best when my supervisor_____

_____

12. Someday I_____

_____

OCCUPATIONAL CLUSTERS

PRIMARY CLUSTER I (Sci & Tech.)

SCIENCE (Professional)

Anatomist
Astronomer
Biologist
Chemist
Dentist
Health physicist
Mathematician
Medical specialist
Microbiologist
Museum curator
Nutritionist
Pathologist
Pharmacologist
Pharmacist
Physicist
Physiologist
Research scientist
Scientist (semi-independent)
Statistician
Veterinarian

SCIENCE (Skilled)

Biological aide
Chiropractor
Fingerprint classifier
Laboratory technician
Meter inspector
Meteorologist
Nuclear medical technologist
Paleontological helper
Research assistant
Technical assistant
Technician (medical, x-ray, etc.)
Tissue technologist
Weather observer

TECHNICAL (Professional)

Aeronautical engineer
Airplane pilot
Automotive engineer

TECHNICAL (Professional) (cont.)

Ceramic engineer
Civil engineer
Electric engineer
Electronic engineer
Factory manager
Industrial engineer
Mechanical engineer
Navigator
Ships' commander
Ships' officer

TECHNICAL (Skilled)

Aircraft mechanic
Assembler
Automobile mechanic
Bricklayer
Carpenter
Construction laborer
Draftsman
Dressmaker
Electronic technician
Engineering technician
Optician
Plasterer
Plumber
Printer
Roofer
Sewing machine operator
Television repairman
Upholsterer
Weaver
Welder

PRIMARY CLUSTER II (Serv. & Cult.)

SERVICE (Professional)

Clergyman
Clinical psychologist
Counselor
Home economist
Nurse
Occupational therapist
Physician
Probation officer
Psychotherapist
Rehabilitation counselor
Social worker
YMCA official
Policeman, detective (officer)
Welfare workers

SERVICE (Skilled)

Airline stewardess
Barber
Bartender
Caretaker
Claims adjuster
Cook
Customs adjuster
Customs inspector
Guard
Hospital attendent
Housekeeper
Maid
Nurses aide
Policeman, fireman
Porter
Psychiatric aide
Taxi driver
Travel agent
Usher
Waiter

GENERAL CULTURAL AND LINGUISTIC (Professional)

Announcer
Author
Book reviewer
Editor
Editorial writer

GENERAL CULTURAL AND LINGUISTIC (Profession) (cont.)

Judge
Lawyer
Lecturer
Librarian
Literary critic
Lyric writer
Novelist
Philologist
Playwright
Poet
Professor
School principal
School superintendent
Short story writer
Teacher

GENERAL CULTURAL AND LINGUISTIC (Skilled)

Editing clerk
Editorial assistant
Interpreter
Librarian
Prompter
Proofreader
Reporter
Story analyst
Title writer
Translator

PRIMARY CULTURE III (Art & Ent.)

AESTHETIC, ARTS & ENTERTAINMENT

Architect
Arranger (including floral arranger)
Art critic
Artist (landscape, advertising, etc.)
Athlete
Choreographer
Dancer
Display man
Designer (fashion)
Designer (industrial)
Hair stylist
Illustrator
Interior decorator
Musician (instrumental)
Model (fashion, etc.)
Oil painter
Orchestrator
Photographer
Sculpter
Sign painter
Stylist
Vocalist
Window decorator

PRIMARY CLUSTER IV (Bus. & Org.)

BUSINESS (Contract)

Auctioneer
Buyer
Dealer (retail & wholesale)
Entrepreneur
House canvasser
Interviewer
Peddler
Promoter
Public relations counselor
Real estate agent
Salesman
Underwriter

CLERICAL

Bookkeeper
Calculating machine operator
Cashier
Court reporter

CLERICAL (Cont.)

Currency sorter
Dispatcher
File clerk
Hotel clerk
Office boy/girl
Postal clerk
Reservation clerk
Salesclerk
Secretary
Shipping clerk
Stenographer
Telegraph operator
Teller
Ticket agent
Typist

ORGANIZATION (Business, Gov. etc.)

Accountant
Banker
Broker
Cabinet officer
Foreman
Notaries
Industrial tycoon
Union officials
Corporation cashier
Employment manager
Executive
Owners

PRIMARY CLUSTER V (Outdoor)

OUTDOOR

Animal breeder
Cattle rancher
County agent
Dairyman
Farm advisor
Farm equipment operator
Farm laborer
Farm owner
Fish and game warden
Fisherman
Flower grower
Forester
Grounds keeper
Hunting and fishing guide
Irrigator
Landscape gardener
Nurseryman
Park ranger
Playground worker
Poultry man
Sprayer
Telephone lineman
Tobacco grower
Tree surgeon
Vegetable grower
Wildlife specialist

SEVEN ABILITIES CONSIDERED IN CLASSIFYING OCCUPATIONS*

Directions:

1. Rate yourself A, B, C or D (with A being "superior" or "maximum" and D being "minimum" or "low"), as you would describe your abilities in each of the areas defined below.

2. Without showing your own ratings, have one or more other persons rate you A, B, C, D as they would describe your abilities in these same areas.

3. Compare the two sets of ratings and try to arrive at some agreement as to what is an accurate description of your abilities.

4. Go to the pamphlet, Revised Minnesota Occupational Rating Scales, and see how the abilities are rated in terms of requirements for your chosen occupation.

5. Compare your own profile with that of the Minnesota Occupational Rating Scales. Draw conclusions as to abilities you may want to further develop, or related occupations you may want to investigate.

Definition of the Seven Abilities	How I rate myself	How others rate me	Occupation rating
1. Academic Ability-the ability to understand and manage ideas and symbols			
2. Mechanical Ability-includes both the ability to manipulate concrete objects (to work with tools and machinery and the materials of the physical world) and the ability to deal mentally with mechanical movements. Ability to deal with two-and three-dimensional space problems appears to be basic.			
3. Social Intelligence-the ability to understand and manage people-to act wisely in human relations.			
4. Clerical Ability-the ability to do rapidly and accurately detail work such as checking, measuring, classifying, computing, recording, proofreading, and similar activities.			
5. Musical Talent-the capacity to sense sounds, to image these sounds in reproductive and creative imagination, to be aroused by them emotionally, to be capable of sustained thinking in terms of these experiences, and to give form of expression in musical performance or in creative music.			
6. Artistic Ability-the capacity to create forms of artistic merit and the capacity to recognize the comparative merits of forms already created.			

Definition of the Seven Abilities	How I rate myself	How others rate me	Occupation rating
7. Physical Ability-the ability to control bodily movements by use of large and small muscle groups usually involving an element of gross strength in such a way that bodily movements are closely synchronized, efficient, and rapid.			

4. COMPOSITION OF THE GATB

TESTS IN B-1002

The separate-answer-sheet form of the GATB, B-1002, is composed of 12 tests selected because they are good measures of 9 aptitudes found to be important for successful performance in a wide variety of occupations. Of the 12 tests, 8 are paper-and-pencil tests appear in three booklets: Book I contains Part 1 through 4; Book II contains Parts 5 through 7; and Part 8, which is not machine scorable, appears in a separate booklet. Two of the apparatus tests (Parts 9 and 10) involve the use of the USES Pegboard; the other two apparatus test (Parts 11 and 12) involve the use of the USES Finger Dexterity Board. Approximately 2 1/2 hours are required to administer the GATB, B-1002.

ALTERNATE FORMS

An alternate form is available for each of the separate-answer-sheet tests in B-1002, Parts 1 through 7. The two forms of these tests have been designated as Form A and Form B; different answer sheets, scoring stencils, and aptitude score conversion tables have been developed for each form.

FORMAT OF THE PAPER-AND-PENCIL TESTS

In the main, the format of each of the tests is similar. Following the title of the test, a brief statement explains what is to be done by the examinee. A few sample exercises illustrate clearly what the examinee is to do and the procedure for working each exercise. The examinee is then given an opportunity to try a few practice exercises. After the practice exercises have been attempted, the examiner determines whether or not the examinee understands the instructions and assists him in the event of difficulty. This procedure is basic, because each test is given to measure a particular aptitude, not to determine if the examinee can follow instructions. A statement of the time limit for each test and other appropriate instructions follow the practice exercises. Then examinees work on the test proper. The tests contain more items than can ordinarily be completed in the time allowed.

DESCRIPTIONS OF TESTS IN THE GATB, B-1002

The tests in the B-1002 are described below. The aptitude or aptitudes measured by each test follow each definition.

Part 1--Name Comparison

This test consists of two columns of names. The examinee inspects each pair of names, one in each column, and indicates whether the names are the same or different. Measure Clerical Perception.

Part 2--Computation

This test consists of a number of arithmetic exercises requiring the addition, subtraction, multiplication or division of whole numbers. Measures Numerical Aptitude.

Part 3--Three-Dimensional Space

This test consists of a series of exercises containing a stimulus figure and four drawings of three-dimensional objects. The stimulus figure is pictured as a flat piece of metal which is to be either bent, or rolled, or both. Lines indicate where the stimulus figure is to be bent. The examinee indicates which one of the four drawings of three-dimensional objects can be made from the stimulus figure. Measure Intelligence and Spatial Aptitude.

Part 4--Vocabulary

This test consists of sets of four words. The examinee indicates which two words have either the same or

opposite meanings. Measures Intelligence and Verbal Aptitude.

MANUAL FOR THE GATB, SECTION III

Part 5--Tool Matching

This test consists of a series of exercises containing a stimulus drawing and four black-and-white drawings of simple shop tools. The examinee indicates which of the four black-and-white drawings is the same as the stimulus drawing. Variations exist only in the distribution of black and white in each drawing. Measures Form Perception.

Part 6--Arithmetic Reason

This test consists of a number of arithmetic problems expressed verbally. Measures Intelligence and Numerical Aptitude.

Part 7--Form Matching

This test consists of two groups of variously shaped line drawings. The examinee indicates which figure in the second group is exactly the same size and shape as each figure in the first or stimulus group. Measure Form Perception.

Part 8--Mark Making

This test consists of a series of squares in which the examinee is to make three pencil marks, working as rapidly as possible. The marks to be made are short lines, two vertical and the third a horizontal line beneath them. Measures Motor Coordination.

Part 9--Place

The equipment used for this test and for Part 10 consists of a rectangular wooden board (Pegboard) divided into two sections, each section containing 48 holes. The upper section contains 48 cylindrical wooden pegs. The examinee removes the wooden pegs from the holes in the upper part of the board and inserts them in the corresponding holes in the lower part of the board, moving two pegs simultaneously, one in each hand. This performance is done three times, with the examinee working rapidly to move as many of the pegs as possible during the time allowed for each of the three trials. Measures Manual Dexterity.

Part 10--Turn

The equipment described under Part 9 is also used for this test. For Part 10 the lower section of the board contains the 48 cylindrical pegs. The examinee removes a wooden peg from a hole, turns the peg over so that the opposite end is up, and returns the peg to the hole from which it was taken, using only his preferred hand. The examinee works rapidly to turn and replace as many of the 48 cylindrical pegs as possible during the time allowed. Three trials are given for this performance. Measures Manual Dexterity.

Part 11--Assemble

The equipment used for this test and for Part 12 consists of a small rectangular board (Finger Dexterity Board) containing 50 holes, and a supply of small metal rivet from a hole in the upper part of the board with his preferred hand and at the same time removes a small metal washer from a vertical rod with the other hand; examinee puts the washer on the rivet, and inserts the assembled piece into the corresponding hole in the lower part of the board using only his preferred hand. The examinee works rapidly to move and replace as many rivets and washers as possible during the time allowed. Measures Finger Dexterity.

Part 12--Disassemble

The equipment used for this test is the same as that described for Part 11. The examinee removes the small metal rivet of the assembly from a hole in the lower part of the board, slides the

washer to the bottom of the board, puts the washer on the rod with one hand and the rivet into the corresponding hole in the upper part of the board with the other (preferred) land. The examinee works rapidly to move and replace as many rivets and washers as possible during the time allowed. Measures Finger Dexterity.

MANUAL FOR THE GATB, SECTION III

DEFINITIONS OF APTITUDES MEASURED IN THE GATB, B-1002

The nine aptitudes measured by B-1002 are defined below. The letter used as the symbol to identify each aptitude precedes each aptitude name. The test(s) of the GATB measuring each aptitude follow each definition. The aptitude definitions are based on the factor analysis studies described in Chapter 3 of this section. Hence, some of the aptitude definitions do not correspond exactly to the definitions of the test(s) which measure them. The definitions describe the factor being measured rather than the specific test(s) chosen to represent the factor.

Aptitude G--Intelligence

General learning ability. The ability to "catch on" or understand instructions and underlying principles; the ability to reason and make judgments. Closely related to doing well in school. Measured by Parts 3, 4, and 6.

Aptitude N--Numerical Aptitude

Ability to perform arithmetic operations quickly and accurately. Measured by Parts 2 and 6.

Aptitude S--Spatial Aptitude

Ability to think visually of geometric forms and to comprehend the two-dimensional representation of three-dimensional objects. The ability to recognize the relationships resulting from the movement of objects in space. Measured by Part 3.

Aptitude P--Form Perception

Ability to perceive pertinent detail in objects or in pictorial or graphic material. Ability to make visual comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines. Measured by Parts 5 and 7.

Aptitude Q--Clerical Perception

Ability to perceive pertinent detail in verbal or tabular material. Ability to observe differences in copy, to proofread words and numbers, and to avoid perceptual errors in arithmetic computation. Measured by Part 1.

Aptitude K--Motor Coordination

Ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed. Ability to make a movement response accurately and swiftly. Measured by Part 8.

Aptitude F--Finger Dexterity

Ability to move the fingers, and manipulate small objects with the fingers, rapidly and accurately. Measured by Parts 11 and 12.

Aptitude M--Manual Dexterity

Ability to move the hands easily and skillfully. Ability to work with the hands in placing and turning motions. Measured by Parts 9 and 10.

DESIGNATIONS OF CORRESPONDING TESTS IN B-1002 and B-1001

Below are listed the name of each test in B-1002, its designation or part number in B-1002, and the letter designation of the test in B-1001. (Parts C, F, and G of B-1001 have not been included in B-1002.)

Name of Test	Designation in B-1002	Designation in B-1001
Name Comparison	Part 1	Part B
Computation	Part 2	Part D
Three-Dimensional Space	Part 3	Part H
Vocabulary	Part 4	Part J
Tool Matching	Part 5	Part A
Arithmetic Reason	Part 6	Part I
Form Matching	Part 7	Part L
Mark Making	Part 8	Part K
Place	Part 9	Part M
Turn	Part 10	Part N
Assemble	Part 11	Part O
Dissemble	Part 12	Part P

THE MINNESOTA IMPORTANCE QUESTIONNAIRE

The Measurement of Vocational Needs*

The Minnesota Importance Questionnaire, which is available from Vocational Psychology Research at the University of Minnesota, gives a reliable measure of the needs and norms for a variety of occupational groups. The instrument being used is a forced choice comparison of the twenty dimensions of needs. The total questionnaire contains 210 items. For items 1-190 the individual is asked to choose which of the paired statements represents the more important characteristic of his ideal job. These items, therefore, provide information on the relative positions of the 20 vocational needs for the individual respondent. For items 191-210, included below, the individual is asked to consider each of the 20 statements separately and decide whether it is important or not important to have for the ideal job.

The MIQ is a self-administering paper and pencil instrument. The reading level is approximately at fifth grade difficulty level.

If the teacher does not wish to use the entire questionnaire, he might get some indication of vocational needs by constructing a simple rating type scale on which the student evaluates the importance of each of the twenty dimensions. The respondent is directed to ask himself, "How important is the dimension to an ideal job for me." Five response alternatives would be:

Very Unimportant - 1
Not Important - 2
Neither (unimportant or important) - 3
Important - 4
Very Important - 5

Following (in alphabetical order) is a list of the Minnesota Importance Questionnaire scales. The illustrative item after each scale title describes the vocational meaning usually associated with the title.

1. Ability Utilization: I could do something that makes use of my abilities.
2. Achievement: The job could give me a feeling of accomplishment.
3. Activity: I could be busy all the time.
4. Advancement: The job would provide an opportunity for advancement.
5. Authority: I could tell people what to do.
6. Company Policies and Practices: The company would administer its policies fairly.
7. Compensation: My pay would compare well with that of other workers.
8. Co-workers: My co-workers would be easy to make friends with.
9. Creativity: I could try out some of my own ideas.
10. Independence: I could work alone on the job.
11. Moral Values: I could do the work without feeling that it is morally wrong.
12. Recognition: I could get recognition for the work I do.
13. Responsibility: I could make decisions on my own.
14. Security: The job would provide for steady employment.
15. Social Service: I could do things for other people.
16. Social Status: I could be "somebody" in the community.

*Taken from Weiss, Dawis, England, and Lofquist, The Measurement of Vocational Needs, Minnesota Studies in Vocational Rehabilitation: XVI, Bulletin 39, April 1964, University of Minnesota Industrial Relations Center.

17. Supervision-Human Relations: My boss would back up his men (with top management).
18. Supervision-Technical: My boss would train his men well.
19. Variety: I could do something different every day.
20. Working Conditions: The job would have good working conditions.

MINNESOTA VOCATIONAL INTEREST INVENTORY

A Guide to Understanding Your Results

This inventory can help you decide if you are interested in the same things as men in various jobs.

THE RESULTS WILL NOT TELL YOU ANYTHING ABOUT WHAT YOU ARE CAPABLE OF DOING, OR ABOUT HOW HARD YOU ARE WILLING TO WORK. They will tell you something about how your likes and dislikes compare with those of men in several jobs that you may be considering.

Your scores are reported for several scales. These scales are divided into a group of OCCUPATIONAL SCALES, and a second group called AREA SCALES.

OCCUPATIONAL SCALES

Your score on each of these scales shows how much your interests are like those of men who are in that occupation. For example, if you have a high score on the Baker scale, this means you answered the questions very much as bakers do.

About 7 out of 10 men working in a given occupation score above 45 on their own scale. If you score above 45 on any scale, this tells you definitely that you have interests in common with men in that occupation. You probably would enjoy that work or a closely related job. If your score is between 35 and 45, you have expressed fewer likes and dislikes similar to those of men in that job. If your score is low - below 25 - you definitely do not have the same interests as men in that job, and you probably would not enjoy the work.

AREA SCALES

Each of these scales contains questions that are closely related to each other. For example, one scale deals mostly with mechanical activities, another has mostly medical items. Following is a more complete description of each scale:

- H-1: These items are about mechanical things, machine operation and design, or home repairs of mechanical and electrical gadgets.
- H-2: This scale shows interests in medical and hospital service, or in working in medical or chemical laboratories.
- H-3: This scale shows interests in clerical work, office machines, bookkeeping and accounting, or in office management.
- H-4: These items deal with the building and operation of radio and other electronic equipment.
- H-5: These items are concerned mainly with menu planning and preparing food.
- H-6: This cluster deals with carpentry and furniture-making. Some items show a dislike for electrical-electronic or medical-chemical activities.
- H-7: Two clusters are covered by these items. The largest deals with speaking and writing; the other indicates interests in art and music. Other items show an interest in people; some show socially accepted, "highly thought of" activities.
- H-8: There is no simple theme in these items. They seem to measure one's preference for "clean hands" activities.
- H-9: Most items in this key show interests in athletics and outdoor activities. A second group deals with unskilled manual jobs and home repairs. They indicate dislike of feminine, indoor, verbal, and complex tasks.

SHADED BANDS

The shaded bands show the scores of the middle third of a group of skilled tradesmen. They give you some idea of how working men score on each scale.

These results will tell you more about your interests, and can help you in planning your future by suggesting kinds of jobs that you might find interesting. Of course, you must also think about many other things, especially your abilities and past experiences. If possible, you should talk with a skilled counselor who can tell you more about various occupations.

SCORING

Scoring of the MVII[4] can be done either by machine or by hand. In one format, in which both items and response spaces are contained in the booklet*, only machine scoring on special equipment is possible; for this, booklets must be forwarded to a central scoring agency. That format which provides a reusable booklet and a separate answer sheet* is designed for machine scoring at another central scoring service, but this answer sheet may also be scored by hand. Scoring stencils for each Occupational and Homogeneous Scale are available.

Scoring keys have been developed for the following Occupational Scales:

- Baker
- Food Service Manager
- Milk Wagon Driver
- Retail Sales Clerk
- Stock Clerk
- Printer
- Tabulating Machine Operator
- Warehouseman
- Hospital Att'd.
- Pressman
- Carpenter
- Painter
- Plasterer
- Truck Driver
- Truck Mechanic
- Industrial Education Teacher
- Sheet Metal Worker
- Plumber
- Machinist
- Electrician
- Radio-TV Repairman

Keys are also available for the following Homogeneous or Area Scales:

H-1	Mechanical	H-6	Carpentry
H-2	Health Service	H-7	Sales - Office
H-3	Office Work	H-8	Clean Hands
H-4	Electronics	H-9	Outdoors
H-5	Food Service		

Scores on all scales are reported as standard scores, based on the appropriate criterion group for each Occupational Scale and on Trademen-in-General for the Homogeneous or Area Scales.

[4] Scoring weights for each item for all scales, and tables converting raw scores to standard scores, are available from the publisher.

*Expendable booklet scored by National Computer Systems (NCS); separate answer sheet scored by Measurement Research Center (MRC).

DESCRIPTION OF THE SCALES

Occupational Scales

The Occupational Scales of the MVII provide a means of comparing an individual's interests with those of person employed in particular occupations. Each of these scales bears the name of the occupational group which served as the basis for its development, e.g., Baker, Carpenter, Electrician. (See Appendix A for composition of the occupational groups.)

Homogeneous Scales

A second set of scales has been developed for the MVII. These scales were derived by identifying clusters of items that are related to each other; these scales have been named Homogeneous or Area Scales. Items that correlated positively with each other were selected; there was no attempt to decide subjectively which items should be classified into various clusters. Names were assigned to the clusters after inspection of the items falling into each cluster. The following paragraphs describe the content of each scale.

H-1: Mechanical

These items are about mechanical things, machine operation and design, or about home repairs of mechanical and simple electrical gadgets.

High scores are made by truck mechanics, refrigerator servicemen, pipefitters, and machinists.

H-2: Health Service

This scale expresses interests in medical and hospital services, activities, and occupations, or in working in medical, biological, or chemical laboratories.

High scores are made on this scale by Navy hospital corpsmen, hospital attendants, and dental technicians.

H-3: Office Work

Interests in general clerical work and office machine operation, bookkeeping and accounting, and office management are indicated by the items scored for this scale.

High scores are made by disbursing clerks, tabulating machine operators, personnel clerks, and bookkeepers.

H-4: Electronics

These items deal with the maintenance, operation, and building of radio and other electronic equipment, and with the repair and construction of electrical systems and devices.

High scores are made by electronic technicians, radio-TV repairmen, and communications technicians.

H-5: Food Service

These items are concerned almost completely with interests in the preparation of food and menu planning.

High scores are made by commissary men, stewards, bakers, and confectioners.

H-6: Carpentry

The content of the major cluster apparent in this scale deals with carpentry and furniture-making. The remaining items seem unrelated, although each selected item involves the rejection of an alternative that deals with electrical-electronic or with medical-chemical interests.

High scores are made by Navy damage controlmen, carpenters, and painters.

H-7: Sales - Office

Two clusters of content are indicated by these items. The larger deals with a variety of verbal activities, while the other indicates interests in

aesthetics. A few of the items express an interest in people; others seem related only in that they are socially accepted, "highly thought of" activities.

High scores are made by retail sales clerks, new car salesmen, printers, and persons engaged in office work.

H-8: Clean Hands

There seems to be no easily interpretable common theme indicated by these items, although it appears that high scores reflect preference for "clean hands" kinds of activities.

H-9: Outdoors

Most items in this scale reflect interests in athletics and other outdoor activities. A second set of interests deals with unskilled manual jobs and home repairs. A few items seem to indicate a sort of compulsiveness or neatness about simple manual tasks. The scale also reflects aversions to feminine, indoor, verbal, and responsible complex activities.

High scores are made by plumbers and mechanics; low scores by clerical workers, printers, and sales clerks.

While the Occupational Scales are more helpful in predicting which occupational group the individual's interests most resemble, the Homogeneous Scales are useful in understanding the pattern of the individual's answers. The latter are also helpful in understanding the characteristic interests of men in a single occupation. For example, while most counselors probably have a fairly accurate perception of the interests of mechanics, what are the model interests of milk wagon drivers? In Table 1, the correlations between the occupational Milk Wagon Driver Scale and the Homogeneous Scales indicate that those who obtain high scores on the Milk Wagon Driver Scale tend also to score high in the clerical areas but they obtain low scores in the mechanical area, implying that milk wagon drivers are really sales clerks operating from vehicles.[5] (The title, Milk Wagon Driver, refers to routemen driving light trucks and making retail rather than bulk deliveries.)

TABLE 1

Correlations Between the Milk Wagon Driver Scale and the Nine Homogeneous Scales

Homogeneous Scale	Correlation with Milk Wagon Driver Scale
H-3 Office Work	.63
H-7 Sales - Office	.56
H-8 Clean Hands	.48
H-5 Food Service	.36
H-2 Health Service	.25
H-6 Carpentry	-.10
H-4 Electronics	-.45
H-9 Outdoors	-.57
H-1 Mechanical	-.83

Note. - Means and standard deviations given in Tables 6 and 7.

[5] See Table 2 for a complete correlation matrix between the Occupational and Homogeneous Scales.

DISCUSSION QUESTIONS
USE OF TESTS IN OCCUPATIONAL CHOICE

1. What does this test measure? What qualities important in occupational success are not measured by this test?

2. Would you be justified in seeking an occupation purely on the information gained from this test? Why or why not?

3. Do you see yourself fitting the occupational pattern suggested by your test results? Why or why not?

4. Do others in the group see you fitting your test profile? Check out their opinions and ask for examples.

5. How much of your score is because of your background? Explain. (For example, your father's occupation, the amount of travel you have done, work experiences you have had, hobbies or school subjects that you have or have not enjoyed).

6. How much of the results of your profile is related to your age or lack of experience? Can you foresee changes in your profile over the next ten years? What would you predict those changes to be?

7. What additional information do you need about yourself and about the occupations suggested for you by this inventory before you seriously consider yourself in that occupation?

8. How can the results of this inventory be useful to you? How do you plan to use it?

Teacher_____

Firm_____

JOB IDENTIFICATION FACTS

Job title_____ D.O.T. Code #_____

Other titles used_____ Male _____ Female _____

Brief summary of nature or function of the job_____

_____

Salary range: Minimum____Maximum____Average bonus or commission_____

Working hours: Average hours per week_____; daily from____ to____
Number of nights worked_____
Overtime: Never____ Seldom____ Frequent____

Additional facts on hours: _____

Educational Requirements: Elem. School____High School____Post-Secondary____
College____ Special courses required_____

Job Experience: Previous experience required? Yes____ No____
Acceptable type and length_____
Previous jobs normally held_____
Next job in line of promotion_____
Other promotion opportunities_____

Supervision:
Supervision of other positions _____
Supervised by: Position_____
____Supervision is authoritative, worker makes no decisions
____Worker is given some supervision
____Worker has free rein; makes most decisions himself

Equipment: _____

On-the-job-training: Length of time_____Skills taught_____

_____

Relationship to Other Jobs: Persons contacted regularly as part of job:
Within the company_____Outside the company_____
_____

Technical Information Used on the Job:

_____

_____

Other Information:_____

_____

Use of Basic Skills:
Mathematics: _____
Communication: _____
_____

(Use the reverse side of the sheets for any additional information)

Self-Appraisal for the Job Ahead

W H E R E I W A N T T O G O

SURVEY OF OCCUPATION WHICH I AM CONSIDERING: _____

A. Description of the Occupation

1. General nature of the work
2. Duties and responsibilities
3. Equipment used

B. Status of the Occupation

1. Jobs through which I might enter the field
2. Promotional opportunities
3. Related occupations to which I might transfer

C. Employment Opportunities and Trends

1. Immediate employment outlook
2. Possible employment trend during the next ten years

D. Wages and Hours

1. Salaries
   a. Beginning salary
   b. Salary range
2. Wages
   a. Average number of hours worked per week
   b. Average number of weeks worked per year; seasonal aspects
3. Vacation provisions
4. Fringe benefits (insurance, medical pensions, etc.)

E. Working Conditions

1. Place of employment
2. Physical surroundings
3. Employee and employer organizations
4. Other conditions

F. Training Requirements

1. Level of education required for entry and for promotions
2. Types of post-high school education necessary
   a. Where to obtain it
   b. Type, cost, and length of training
3. Other requirements, such as licenses, special examinations, membership in organizations, tools and equipment

G. Personal Qualifications

1. Physical and mental requirements
2. Personality characteristics

H. Summary

1. Advantages
2. Disadvantages

SOURCES OF JOB INFORMATION

Some of the sources of job information are listed below. Brief comments on their characteristics may help you choose the ones best suited to your needs.

1. State employment services
   - _____Have more job listings in more occupational categories than any other single source.
   - _____Know about area job openings, even among employers who have not listed their openings with the employment service.
   - _____Have approximately 2,200 local offices conveniently located in all parts of the country. Many operate computerized job banks to match people with jobs.
   - _____Provide national registers for selected professional occupations, such as economist, librarian, and anthropologist.
   - _____Provide placement service at national professional conventions.
   - _____Operate a Professional Placement Network with 103 centers located in the larger metropolitan areas, whose sole function is to find positions for professional people. They have listings of job openings throughout the Nation in some 50 occupations and can help find the best opening for you whether it is located nearby or across the country.
   - _____Offer counseling and career consultation.
   - _____Provide aptitude and proficiency testing.
   - _____Have daily contacts with thousands of employers.
   - _____Accumulate and distribute local, state-wide, and national labor market information.
   - _____Charge no fees.
2. School or college placement services
   - _____A productive source for professional openings.
   - _____Usually available only to students and alumni of the school.
3. Want ads in newspapers, professional journals, and trade magazines.
   - _____Provide a broad range of definite openings.
   - _____A large share of listings in magazines devoted to your field likely to be for jobs you are qualified to fill.
   - _____Descriptions of jobs may not be detailed enough for you to decide whether you are qualified.
   - _____Analysis of the ads provides information about the extent of employment activity in your field throughout the area.
4. Industrial and craft unions
   - _____Have exclusive hiring authority for some firms.
   - _____Each deals with a limited number of occupations.
   - _____Productive source for members, particularly those with seniority.
5. U.S. Civil Service Commission
   - _____Handles U.S. Government civilian jobs.
   - _____Fills jobs in a wide variety of professional, technical, clerical, craft, and other occupations.
   - _____Positions are located in Washington, D.C., throughout the United States, and overseas.
   - _____Jobs are filled on a merit basis as determined by the result of written examinations and ratings of experience and education.
   - _____Examinations are given several times a year in cities throughout the Nation. Tests for entry-level professional positions are conducted at many universities and other schools.
   - _____Most post offices have application forms and information on job opportunities.
6. Private employment agencies
   - _____Usually specialize in a few occupations
   - _____Some charge applicants a fee for registration or placement; others collect fees from employers.
7. Yellow pages of telephone directory, industrial directories, and Chamber of Commerce lists
   - _____Sources of names of firms that employ workers in your field and other information useful in applying to them.
8. Professional associations
   - _____Useful for specialized occupations.
   - _____Listings available at libraries.

INTERVIEW QUESTIONS

1. How did you get this job? Was it the kind of job you had planned on getting while you were in school?

2. How did you perceive this kind of work before you got into it?

3. Is it different from what you expected? If so, how is it different?

4. What are some of the abilities that a person needs in order to do this work?

5. Have you discovered that you have some abilities that you didn't know you had? If so, tell about them.

6. What are your greatest satisfactions from having this job?

7. What things about the job do you like least?

8. What do you see yourself doing ten years from now?

9. Based on your experience, what information or advice would you give to someone who is still in high school?

Job Title_____

INFORMATION ON THE WORKER

Firm_____

Directions: After you have established a good relationship with the worker try to obtain the following information. Do not ask the worker to fill in the sheet.

1. Why are you working?_____

2. Why did you choose this type of work?_____

3. How much leeway or freedom do you have in determining how hard you work?

_____

4. What are the greatest pressures, strains, or anxieties in your work?

_____

_____

5. What special problems do new employees frequently have in adjusting to the job?_____

_____

6. What are the most important personal characteristics of being successful in the job?_____

_____

(Supervisor's opinion also?)_____

7. Are there pressures or demands on you outside of work that affect the performance of your job?_____

_____

8. Do you get more satisfaction from your work or from activities outside of work?_____

_____

Additional Comments: (Information that may be used in your narrative description.)

_____

_____

_____

INSTRUCTIONS FOR MAKING CARD SORT

In order to make cards for the importance card sort, you will need to make twenty-six cards for each set. One card will give directions, five cards will label the piles into which the other cards will be sorted, and the worker needs will be described on cards 7-26. The cards for the importance sort will read as follows:

1. IMPORTANCE SORT
   On each of the following cards is a description of an aspect of a job that a person might desire in his ideal job.
   Place the cards labeled PILE 1-Very Important through PILE 5-Very Unimportant in front of you.
   Read each statement carefully.
   Decide how important the aspect of the job described on each card is in the way you would think of an ideal job.
   Sort the statements into the piles according to the degree of importance you attach to each aspect.

2. PILE 1 - Very Important

   --if you feel that it would be very important to you in your ideal job

3. PILE 2 - Important

   --if you feel that it is important to you in your ideal job

4. PILE 3 - Neither important nor unimportant

   --if you feel that it is neither important nor unimportant, or if you cannot decide

5. PILE 4 - Unimportant

   --if you feel that it is unimportant to you in your ideal job

6. PILE 5 - Very Unimportant

   --if you feel that it is very unimportant to you in your ideal job

7. 1. ABILITY UTILIZATION

   The chance to do something that makes use of my abilities.

8. 2. ACHIEVEMENT

   The feeling of accomplishment I get from the job.

9. 3. ACTIVITY

   Being able to keep busy all the time.

10. 4. ADVANCEMENT

    The chances for advancement on the job.

11. 5. AUTHORITY

The chance to supervise the work of others.

12. 6. COMPANY POLICIES AND PRACTICES

The way company policies are put into practice.

13. 7. COMPENSATION

My pay and the amount of work I do.

14. 8. CO-WORKERS

The way my co-workers get along with each other.

15. 9. CREATIVITY

The chance to try my own methods of doing the job or to do new and original things.

16. 10. INDEPENDENCE

The chance to work independently of others.

17. 11. MORAL VALUES

Being able to do things that don't go against my conscience.

18. 12. RECOGNITION

The praise I get for doing a good job.

19. 13. RESPONSIBILITY

The freedom to use my own judgment.

20. 14. SECURITY

The way my job provides for steady employment and a secure future.

21. 15. SOCIAL SERVICE

The chance to do things for other people or to be of service to others.

22. 16. SUPERVISION-HUMAN RELATIONS

The way my supervisor or employer handles the employees.

23. 17. SOCIAL STATUS

The social position or prestige that goes with the job.

24. 18. SUPERVISION-TECHNICAL

The competence of my supervisor in making decisions.

25. 19. VARIETY

The chance to do different things from time to time.

26. 20. WORKING CONDITIONS

The physical surroundings where I work.

INSTRUCTIONS FOR MAKING CARD SORT - CONTINUED

In order to make cards for the satisfaction card sort, you will need to make twenty-six cards for each set. One card will give directions, five cards will label the piles into which the other cards will be sorted, and the same worker needs described in the importance card sort will be sorted for the satisfaction sort. The first six cards for the satisfaction sort will read as follows:

1. SATISFACTION SORT
   On each of the following cards you will find statements about your present job.
   Place the cards labled PILE 1 through PILE 5 in front of you.
   Read each statement carefully.
   Decide how satisfied you feel about the aspect of the job described by the statement.
   Sort the statements into the piles according to the degree of satisfaction you feel with that aspect of your job.

2. PILE 1 - VERY SATISFIED

   --if you feel that your job gives you more than you expected

3. PILE 2 - SATISFIED

   --if you feel that your job gives you what you expected

4. PILE 3 - NEITHER SATISFIED NOR DISSATISFIED

   --if you cannot make up your mind whether or not the job gives you what you expected

5. PILE 4 - DISSATISFIED

   --if you feel that your job gives you less than you expected

6. PILE 5 - VERY DISSATISFIED

   --if you feel that your job gives you much less than you expected

7. 26. See the descriptions given on the previous page.

Job Title _____

Firm _____

	Importance of Needs of Workers (Importance card sort)					Satisfactions Available in the Job Situation (Satisfaction card sort)				
	Very Imp.	Imp.	N.	Not Very Imp.	Very Unimp.	Very Sat.	Sat.	N.	Dissat.	Very Dissat.
1. Ability Utilization	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
2. Achievement	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
3. Activity	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4. Advancement	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
5. Authority	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
6. Company Policies and Practices	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
7. Compensation	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
8. Co-workers	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
9. Creativity	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
10. Independence	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
11. Moral Values	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
12. Recognition	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
13. Responsibility	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
14. Security	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
15. Social Service	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
16. Supervision - Human Relations	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
17. Social Status	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
18. Supervision - Technical	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
19. Variety	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
20. Working Conditions	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

RATING OF WORK EXPERIENCE*
SATISFACTORINESS

Student's Name_____ Employer_____

INSTRUCTIONS: Read each question carefully. From the possible answers listed, circle the phrase which describes this student-trainee most accurately. Any additional comments you wish to make will be helpful.

1. Considering his time spent on the job, how much is he absent?

   a. seldom b. less than average c. average d. more than average
   e. very often

2. How often is he late for work?

   a. very often b. more than average c. about the same as others
   d. seldom e. never

3. How would you describe his accident rate for a beginner on the job?

   a. extremely high b. higher than average c. average d. few instances
   e. no accidents

4. Compared with other beginners, how frequently does he need supervisory help?

   a. never b. almost never c. once in a while d. often e. very often

5. Do you think he would do better if he were on some other kind of job?

   a. definitely yes b. probably c. I'm not sure d. no e. definitely no

6. How does the quality of his work compare with other beginners?

   a. much worse b. worse c. about the same d. better e. much better

7. Would you consider him for a promotion to a position of more responsibility if you could make the decision?

   a. definitely not b. probably not c. I'm not sure d. probably yes
   e. definitely

8. If the decision were up to you, would you give him a raise in pay right now?

   a. definitely not b. probably not c. I'm not sure d. probably yes
   e. definitely

*Adapted from Minnesota Studies in Vocational Rehabilitation: XIV, The Measurement of Employment Satisfactoriness, University of Minnesota, December, 1963.

RATING OF WORK EXPERIENCE*
PERSONAL ATTRIBUTES

Student's Name_____Employer_____

INSTRUCTIONS: Read each question carefully. From the possible answers listed, circle the phrase which describes this student-trainee most accurately. Any additional comments you wish to make will be helpful.

1. Reliability
   a. cannot be depended on; requires constant supervision
   b. must be reminded of duties; must be carefully supervised
   c. satisfactorily performs assigned duties; needs average supervision
   d. is a good dependable worker; requires little supervision
   e. is completely reliable and able to carry on without supervision.

2. Personal Appearance
   a. always presents an appropriate well-groomed appearance
   b. usually is very careful of his appearance
   c. has an acceptable appearance; could make some improvement
   d. often neglects to take care of his personal appearance
   e. appears slovenly and unkempt

3. Personality
   a. makes a poor impression on others; is inconsiderate
   b. inclined to be indifferent
   c. is polite and friendly when approached by others
   d. practices courtesy in dealing with others; is always cheerful
   e. makes a favorable impression on all his contacts

4. Cooperation
   a. always very cooperative; has the knack of helping others
   b. willing to cooperate
   c. gives no trouble, cooperates when asked, but does not volunteer
   d. is a "lone wolf" works alone and shuns others
   e. is hostile towards others; does not behave as a member of a group

5. Attitude Toward Work
   a. seems to resent the work; has no desire to learn about it
   b. is willing to work but shows no interest or enthusiasm in his job
   c. seems to enjoy his work; but is willing to "stand still" and not advance
   d. shows interest in his work and has a desire to learn
   e. takes a keen interest in the work and often takes the initiative to learn

6. Job Skills
   a. possesses all of the essential skills and knowledge
   b. has an above average grasp of the essential skills and knowledge
   c. has an acceptable knowledge of routines and skills
   d. has a limited knowledge; is lacking in some essentials
   e. has a definite lack of skills and knowledge.

7. Work Habits
   a. has to be told several times before doing work
   b. has poor work habits and is at times neglectful
   c. does what he is told but sees no more to do
   d. does more than is required and works efficiently
   e. works rapidly and efficiently and finds extra things to do

DICTIONARY OF OCCUPATIONAL TITLES

APPENDIX A

Explanation of Relationships Within Data, People, Things Hierarchies

Much of the information in this edition of the Dictionary is based on the premise that every job requires a worker to function in relation to Data, People, and Things, in varying degrees. These relationships are identified and explained below. They appear in the form of three hierarchies arranged in each instance from the relatively simple to the complex in such a manner that each successive relationship includes those that are simpler and excludes the more complex.[1] The identifications attached to these relationships are referred to as worker functions, and provide standard terminology for use in summarizing exactly what a worker does on the job by means of one or more meaningful verbs.

A job's relationship to Data, People, and Things can be expressed in terms of the highest appropriate function to each hierarchy to which the worker has an occupationally significant relationship, and these functions taken together indicate the total level of complexity at which he must perform. The last three digits of the occupational code numbers in the Dictionary reflect significant relationships to Data, People, and Things, respectively.[2] These last three digits express a job's relationship to Data, People, and Things by identifying the highest appropriate function in each hierarchy to which the job requires the worker to have a significant relationship, as reflected by the following table:

DATA (4th digit)	PEOPLE (5th digit)	THINGS (6th digit)
0 Synthesizing	0 Mentoring	0 Setting-Up
1 Coordinating	1 Negotiating	1 Precision Working
2 Analyzing	2 Instructing	2 Operating-Controlling
3 Compiling	3 Supervising	3 Driving-Operating
4 Computing	4 Diverting	4 Manipulating
5 Copying	5 Persuading	5 Tending
6 Comparing	6 Speaking-Signaling	6 Feeding-Offbearing
7 No significant relationship	7 Serving	7 Handling
8	8 No significant relationship	8 No significant relationship

DATA: Information, knowledge, and conceptions, related to data, people, or things obtained by observation, investigation, interpretation, visualization, mental creation; incapable of being touched; written data take the form of numbers, words, symbols; other data are ideas, concepts, oral verbalization.

0 Synthesizing: Integrating analyses of data to discover facts and/or develop knowledge concepts or interpretations.

1 Coordinating: Determining time, place, and sequence of operations or action to be taken on the basis of analysis of data; executing determinations and/or reporting on events.

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[1] As each of the relationships to People represent a wide range of complexity, resulting in considerable overlap among occupations, their arrangement is somewhat arbitrary and can be considered a hierarchy only in the most general sense.

[2] Only those relationship which are occupationally significant in terms of the requirements of the job are reflected in the code numbers. The incidental relationships which every worker has to Data, People, and Things, but which do not seriously affect successful performance of the essential duties of the job, are not reflected.

2 Analyzing: Examining and evaluating data. Presenting alternative actions in relation to the evaluation is frequently involved.

3 Compiling: Gathering, collating, or classifying information about data, people, or things. Reporting and/or carrying out a prescribed action in relation to the information is frequently involved.

4 Computing: Performing arithmetic operations and reporting on and/or carrying out a prescribed action in relation to them. Does not include counting.

5 Copying: Transcribing, entering, or posting data.

6 Comparing: Judging the readily observable functional, structural, or compositional characteristics (whether similar to or divergent from obvious standards) of data, people, or things.

PEOPLE: Human beings; also animals dealt with on an individual basis as if they were human.

0 Mentoring: Dealing with individuals in terms of their total personality in order to advise, counsel, and/or guide them with regard to problems that may be resolved by legal, scientific, clinical, spiritual, and/or other professional principles.

1 Negotiating: Exchanging ideas, information, and opinions with others to formulate policies and programs and/or arrive jointly at decisions, conclusions or solutions.

2 Instructing: Teaching subject matter to others, or training others (including animals) through explanation, demonstration, and supervised practice; or making recommendations on the basis of technical disciplines.

3 Supervising: Determining or interpreting work procedures for a group of workers assigning specific duties to them, maintaining harmonious relations among them, and promoting efficiency.

4 Diverting: Amusing others.

5 Persuading: Influencing others in favor of a product, service, or point of view.

6 Speaking-Signaling: Talking with and/or signaling people to convey or exchange information. Includes giving assignments and/or directions to helpers or assistants.

7 Serving: Attending to the needs or requests of people or animals or the expressed or implicit wishes of people. Immediate response is involved.

THINGS: Inanimate objects as distinguished from human beings; substances or materials; machines, tools, equipment; products. A thing is tangible and has shape, form, and other physical characteristics.

0 Setting Up: Adjusting machines or equipment by replacing or altering tools, jigs, fixtures, and attachments to prepare them to perform their functions, change their performance, or restore their proper functioning if they break down. Workers who set up one or a number of machines for other workers or who set up and personally operate a variety of machines are included here.

1 Precision Working: Using body members and/or tools or work aids to work, move guide, or place objects or materials in situations where ultimate responsibility for the attainment of standards occurs and selection of appropriate tools, objects, or materials, and the adjustment of the tool to the task require exercise of considerable judgment.

2 Operating-Controlling: Starting, stopping, controlling, and adjusting the progress of machines or equipment designed to fabricate and/or process objects or materials. Operating machines involves setting up the machine and adjusting the machine or material as the work progresses. Controlling equipment involves observing gages, dials, etc., and turning valves and other devices to control such factors as temperature, pressure, flow of liquids, speed of pumps, and reactions of materials. Setup involves several variables and adjustment is more frequent than in tending.

3 Driving-Operating: Starting, stopping, and controlling actions of machines or equipment for which a course must be steered, or which must be guided, in order to fabricate, process, and/or move things or people. Involves such activities as observing gages and dials; estimating distances and determining speed and direction of other objects; turning cranks and wheels; pushing clutches or brakes; and pushing or pulling gear lifts or levers. Includes such machines as cranes, conveyor systems, tractors, furnace charging machines, paving machines and hoisting machines. Excludes manually powered machines, such as handtrucks and dollies, and power assisted machines, such as electric wheelbarrows and handtrucks.

4 Manipulating: Using body members, tools, or special devices to work, move, guide, or place objects or materials. Involves some latitude for judgment with regard to precision attained and selecting appropriate tool, object, or material, although this is readily manifest.

5 Tending: Starting, stopping, and observing the functioning of machines and equipment. Involves adjusting materials or controls of the machine, such as changing guides, adjusting timers, and temperature gages, turning valves to allow flow of materials, and flipping switches in response to lights. Little judgment is involved making these adjustments.

6 Feeding-Offbearing: Inserting, throwing, dumping, or placing materials in or removing them from machines or equipment which are automatic or tended or operated by other workers.

7 Handling: Using body members, handtools, and/or special devices to work, move, or carry objects or materials. Involves little or no latitude for judgment with regard to attainment of standards or in selecting appropriate tool, object, or material.

Note: Included in the concept of Feeding-Offbearing, Tending, Operating-Controlling, and Setting Up, is a situation in which the worker is actually part of the setup of the machine, either as the holder and guider of the material or holder and guider of the tool.

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SOURCES OF OCCUPATIONAL INFORMATION*

Because such a wealth of occupational information is available, it is impossible to include all of the useful sources of vocational information here. Therefore, a few bibliographies listing and describing sources, some addresses where information can be obtained, and only a few of the most useful specific references are included here.

General bibliographies of material

NVGA Bibliography of Current Occupational Literature, National Vocational Guidance Association, 1605 New Hampshire Avenue, N.W., Washington, D.C.

Provides a compilation of acceptable occupational and related materials which have been evaluated in accordance with standards developed by the NVGA. Recommendations are made for several types of occupational materials.

Ognibene, Gerald, (Ed.), Sources of Occupational Information, Division of Guidance and Testing, State Department of Education, 751 N.W. Boulevard, Columbus, Ohio 43212, 1970.

Identifies some of the many sources of occupational information and describes some of the representative publications which are available. All references included have been published recently. References are grouped according to source (U.S. Government, state, military, commercial, national associations).

Instant information system on Minnesota Vocational Technical Schools

A new resource available to counselors is the Career Information Center at Staples, Minnesota, which has established a Training Station Information System for Minnesota Vocational Technical Schools. As of April 19, 1971, any counselor can pick up a phone and call 800-572-0526 (toll free) any weekday between 9:00 - 12:00 and 1:00 - 4:00 to instantly locate training opportunities for students in the Minnesota Vocational Technical Schools.

Sources of career publications - by writing to the following addresses, one can obtain much free and inexpensive career training information.

U.S. Government

Manpower Administration
U.S. Department of Labor
Washington, D.C. 20210

U.S. Civil Service Commission
Washington, D.C. 20415

Occupational Outlook Service
Bureau of Labor Statistics
U.S. Department of Labor
Washington, D.C. 20212

Women's Bureau
Wage and Labor Standards Adm.
U.S. Department of Labor
Washington, D.C. 20210

Directories - Vocational Technical Schools and Colleges

State Departments of Education frequently provide such directories.

Apprenticeships

For assistance in locating specific training programs, contact the State Apprenticeship Agency of the regional office of The Bureau of Apprenticeship and Training, U.S. Department of Labor.

Direct contact with specific local trade unions

Military - Over 1000 separate courses of instruction are available in the nearly 300 technical and specialty training schools.

Department of Defense
High School News Service
Building 1-B
Great Lakes, Illinois

U.S. Army
Army Opportunities
Hampton, Virginia 23369

U.S. Air Force Headquarters
Recruiting Service
Randolph Air Force Base
Texas 78148

U.S. Navy
Bureau of Naval Personnel
Washington, D.C.

U.S. Marine Corps
Local Recruiting Stations

Specific references

Occupational Outlook Handbook, Bureau of Labor Statistics, U.S. Department of Labor, Washington, D.C. 20212.

More than 700 pages are well illustrated with pictures and charts, and provide information on about 700 occupations and 30 major industries. The occupational statements describe employment outlook, nature of work, and tell where to get additional information. $4.25.

Job Guide for Young Workers, Manpower Administration, U.S. Department of Labor, Washington, D.C. 20212.

Presents highlight information on entry jobs or fields of work frequently held by young people leaving high school. Provides information on employment prospects, qualifications for jobs, usual duties, characteristics of the jobs and how and where jobs are obtained. Also directs the young jobseeker to Federal and State agencies which can provide job information and counseling. Includes selected readings and some tips on how to get a job. $1.50.

Dictionary of Occupational Titles - Third Edition, in two volumes. Manpower Administration, U.S. Department of Labor, Washington, D.C. 20210.

Volume I (1965, 809 pp.) lists in alphabetical order over 35,000 job titles in the American economy. Provides definitions for almost 22,000 individual occupations. $5.00.

Volume II (1965, 656 pp.) arranges jobs according to a combination of work field, purpose, product, subject matter, and industry. It also groups jobs according to abilities and traits required of workers. $4.25.

Chronicle College View-Deck - Chronicle Guidance Publications, Inc., Moravia, New York 13118.

A highly organized information retrieval system designed to provide accurate information on colleges in any desired sequence. (Type of school, major sequence, size, etc.) View-Deck category cards, key cards, student preference forms, flourescent viewer, and one year's service to update and expand the View-Deck. (No. 900 DV). $160.00 f.o.b. Moravia. View-Deck category cards, supplies, economy Deskette, one year's service (No. 900 DM) $140.00 f.o.b. Moravia. Write for descriptive brochure.

*Taken in part from Ognibene, Gerald, (ed.), Sources of Occupational Information, Division of Guidance and Testing, State Department of Education, 751 N.W. Boulevard, Columbus, Ohio 43212, 1970.

OCCUPATION AND TRAINING CHART

LEVEL OF TRAINING	OCCUPATION FIELDS		
COLLEGE 4 years or more			
HIGH SCHOOL plus additional technical or trade school or some college			
HIGH SCHOOL graduate			
LESS THAN HIGH SCHOOL graduate			

Directions:

1. Put in the three broad occupational fields that you feel you have the strongest potential for you.
2. List the occupations in which you would expect to find people with interests similar to yours.
3. In selecting occupations consider also the amount of training required. For occupations that will fall into at least three of the levels of training.

Self-Appraisal for the Job Ahead

HOW I PLAN TO ACHIEVE MY VOCATIONAL GOALS

Name of occupation _____

Description of duties _____

_____

_____

Aptitudes Required	How I Rate My Aptitudes		
	Below Average	Average	Excellent
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Necessary Personality Traits	How I Rate In These Personality Traits		
	Below Average	Average	Excellent
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Education or Training Required	Further Education or Training I Need
_____	_____
_____	_____
_____	_____

Other Requirements	How I Can Fulfill These Requirements
_____	_____
_____	_____

COUNSELOR'S CASE STUDY

I. FAMILY INVENTORY

Name_____ Date of Birth_____

Address_____

Father's name_____ Birthplace_____

Father's occupation_____ Firm_____

Mother's name_____ Birthplace_____

Mother's occupation_____ Firm_____

Number of brothers younger than you____ older than you____

Number of sisters younger than you_____ older than you____

WRITE A FEW SENTENCES SUMMARIZING EACH OF THE FOLLOWING

II. GENERAL BACKGROUND

A. General school achievement

B. Aptitudes and disabilities

C. Interests

D. Attitudes

E. Personality

III. WORK EXPERIENCE

IV. CLIENT'S STATEMENT OF THE PROBLEM

V. COUNSELOR'S DIAGNOSIS: both presence and absence of problems

VI. COUNSELING TREATMENT

A. Information gathering

1. What alternatives has the client explored?

2. What alternatives should be further explored?

3. How can he do this?

B. Decision making

1. What is the general direction the client wants to go?

2. What purposes must the long-term decision that he makes serve for him?

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3. What purposes must the immediate decision he makes serve for him?

4. What are the limits of the situation within which the client must operate? (education, finances, ability, draft status, family commitments, parental pressures, etc.)

C. Counselor recommendations

D. Plan of action accepted by the client

VII. PROGNOSIS (prediction as to what will happen as a result of above treatment)

VIII. FOLLOW-UP (when and how you evaluate the client's progress?)